

Although separately bound, this document (the LRBI Rule, not including the supplemental resources) is part of the USOE Special Education Rules, and applies to all public entities in Utah serving students with disabilities under IDEA.

UTAH STATE BOARD OF EDUCATION

LRBI

Positive Behavioral Supports and Selection of Least Restrictive Behavioral Interventions for Use with Students with Disabilities

APPENDIX F

to the

Utah State Board of Education SPECIAL EDUCATION RULES

Steven O. Laing

State Superintendent of Public Instruction

Mae Taylor

Director of Special Education and At Risk Programs

Utah State Office of Education

250 East 500 South

Salt Lake City, Utah 84111

September 2001

MEMBERS of the Utah State Board of Education

District 1

District 2

[Earl McCain](#)

5762 West Wasatch
Morgan, UT 84050
(801) 876-328

District 3

[Marilyn Shields](#)

458 Country Club Dr.
Stansbury Park, UT 84074
435) 882-7137

District 4

[Teresa L. Theurer](#)

66 Canterbury Circle
Logan, UT 84321
(435) 753-0740

District 5

[Greg W. Haws](#)

5841 West 4600 South
Hooper, UT 84315
(801) 985-7980.

District 6

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5273 South Winchester Lane
Ogden, UT 84403
(801) 479-5370

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Bountiful, UT 84010
(801) 292-9261

District 8

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Salt Lake City, UT 84105
(801) 582-5635

District 9

[Judy Larson](#)

5058 West Corilyn Cir.
West Valley City, UT 84120
(801) 969-2382

District 10

[Dennis Morrill](#)

6024 S. 2200 W.
Salt Lake City, UT 84118
(801) 969-2334

District 11

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1964 Hawk Circle
Sandy, UT 84092
(801) 572-6144

District 12

[Laurel Brown](#)

5311 S. Lucky Clover Lane
Murray, UT 84123
(801) 261-4221

District 13

[Janet A. Cannon](#)

5256 Holladay Blvd.
Salt Lake City, UT 84117
(801) 272-3516

District 14

[Mike Anderson](#)

455 East 200 North
Lindon, UT 84042
(801) 785-1212

District 15

[Linnea S. Barney](#)

1965 South Main St.
Orem, UT 84058
(801) 225-4149

Board of Regents Representative

[Pamela J. Atkinson](#)

Intermountain Health Care
36 South State
Salt Lake City, UT 84111
(801) 442-3511

Board of Regents Representative

[David J. Jordan](#)

Stoel, Rives, Boley, Jones, & Grey
201 South Main #1100
Salt Lake City, UT 84111
(801) 578-6919

UTAH STATE OFFICE OF EDUCATION

250 East 500 South
Salt Lake City, Utah 84111

Steven O. Laing Ed.D., State Superintendent of Public Instruction

State Committee on Least Restrictive Behavioral Interventions

Mae Taylor, Director, At Risk and Special Education Services, Utah State Office of Education

Brenda Broadbent, State & Federal Compliance, Utah State Office of Education

Glenn Dyke, Teacher Leader, Davis District

Cal Evans, Director of Special Education, Jordan District

Jennie Gibson, Utah Parent Center

Barbara Graves, Special Education Coordinator, Provo District

Bill Jenson, Professor, University of Utah

Karen Kowalski, Emotional Disturbances/Mental Health, Utah State Office of Education

Marilyn Likins, Behavior Specialist

Dan Morgan, SIGNAL Project

Mark Riding, Principal, Jordan School District

Colleen Riley, Director of Special Education, Tooele School District

Valerie Scherbinske, Preschool for Children with Disabilities, Utah State Office of Education

Alan Tribble, Specialist, Division of Services for People with Disabilities

MaryAnn Williams, Coordinator, Division of Mental Health

FOREWORD

Students in the public schools seem to be arriving at the school house door with an increasing range and severity of challenging behaviors. Many teachers have found themselves needing additional training to choose and implement effective interventions for these behaviors.

In order to enable students with disabilities who have behaviors that impede their learning and that of others to have equitable access to a free appropriate public education in the schools, the special education community in Utah created the Least Restrictive Behavior Interventions (LRBI) in 1992. School districts, parents, and other stakeholders have found the document useful and requested that an update of the LRBI be included in the new Utah State Board of Education Special Education Rules based on the Individuals with Disabilities Education Act of 1997 and its regulations. A committee representing districts, partner agencies, state office specialists, parents of students with disabilities, and universities worked to revise the LRBI document.

The LRBI process has been changed to clearly assign decisions about behavior interventions to the Individual Education Program (IEP) team. The specific procedures are defined, with examples of their application to preschool, elementary, and secondary students. Additional information is given regarding reminders for effective implementation of the interventions. The LRBI will enable IEP teams to effectively address challenging behaviors that interfere with the learning of students in preschool through high school by designing supports and interventions based on research-validated strategies.

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POSITIVE BEHAVIORAL SUPPORTS AND LEAST RESTRICTIVE BEHAVIORAL INTERVENTIONS (LRBI)

I. Introduction

I.A. Mission Statement

Mission Statement

Utah Agenda for Empowering Each Student with Disabilities

The mission of the Utah Agenda is
to empower each student with disabilities
to become a caring, competent, and contributing citizen
in an integrated, diverse, and changing society.

This mission will be accomplished through the proactive coordination
of all information, resources, and services to support the continuous assessment and expansion
of each individual's capabilities and quality of life.

I.B. Purpose of the LRBI

Policies related to the use of positive behavioral supports and behavioral interventions in schools are essential to ensure that the rights of students are protected and that each student receives a free appropriate public education. The purpose of the LRBI policy is to provide rules for the use of behavioral interventions. The LRBI also describes research-based intervention procedures for Individualized Education Program (IEP) teams, LRBI committees, and others working with students with challenging behaviors.

The purpose of these Utah standards is to assure that a free appropriate public education is afforded to each student with disabilities in accordance with federal and state rules and regulations. Besides guarding students' rights, these policies provide protection for teachers, other school personnel, school districts, and the Utah State Office of Education (USOE). These policies ensure that parents are involved in and informed of the proposal and implementation of behavior interventions to be used with their children.

I.C. Intervention Procedures: Overview and Selection

A wide variety of research-validated intervention procedures for positive behavioral supports and intrusive behavioral interventions are listed and defined in this manual. For each intervention, examples of its implementation for preschool, elementary, and secondary students

are given. Reminders are given and potential undesirable side effects are described to assist the users of this document to implement the interventions appropriately.

The hierarchy of intervention procedures contains five levels, arranged from least to most intrusive.

HIERARCHY OF INTERVENTION PROCEDURES	
Preliminary Strategies	Effective classroom practices and positive behavioral supports for all students, as individuals and in groups.
Level I	Positive Intervention Procedures.
Level II	Mildly Intrusive Contingent Procedures.
Level III	Moderately Intrusive Contingent Procedures.*
Level IV	Highly Intrusive Contingent Procedures.*

*Note that the IEP team must include a recognized behavior expert when it considers any Level III or IV intervention strategy.

The continuum of intervention procedures identified within each level is not sequential, nor do the interventions need to be implemented in a sequential manner. However, it is recommended that a minimum of two interventions within each level be implemented, and be found ineffective, prior to moving to the next level. Positive behavioral supports and effective educational practices should be in place throughout the educational program and across settings, even when more intrusive procedures are selected by IEP teams to change a specific problem behavior.

If an emergency situation occurs that requires the immediate use of intrusive behavior interventions (those that require parental consent and for which parental consent has not been obtained) to protect the student or others from harm, the staff will complete the Emergency Contact Form and notify the student's parents within 24 hours. (See Section IV, p. 10.)

As intervention procedures are considered and selected by IEP teams, careful consideration of several factors will help the team to make appropriate decisions about behavioral intervention procedures:

1. The first consideration is the appropriateness of various interventions. The team must evaluate which strategies to select with the student's developmental level, motor ability, communication mode, and other factors relevant to the student and the disability in mind.
2. Second, in almost every case, preliminary strategies for positive behavioral supports and effective educational practices must be in place prior to and during the consideration and use of individual interventions. The only exceptions are when the nature or severity of the student's behavior warrants the team's selection of a more intrusive intervention procedure.
3. Third, formal or informal individual functional behavioral assessment will assist the team in selecting interventions to be considered for a particular student and a particular behavior.

4. Finally, the judicious use of intrusive behavioral intervention procedures may be selected by the IEP team in specific individual cases where severe behavior threatens the safety of the student or others.

I.D. Informed Consent

Parents are coequal partners in the IEP process. Parent participation in the IEP team decision-making process leading up to the selection of specific behavioral intervention procedures is critical. Every effort must be made to ensure that the parents are informed and understand the proposed behavioral intervention procedures and their potential side effects. The responsibility of the parent is to understand the proposed behavioral intervention procedures and their potential side effects before giving consent.

At least three documented attempts must be made to obtain written parental consent before a Level III or IV intervention is included in the student's IEP. In the event the parent does not participate in the IEP meeting, written prior notice to the parents must be completed before a Level III or IV intervention is implemented.

II. Responsibilities

II.A. Responsibilities of the Utah State Office of Education

Annually, the Utah State Office of Education (USOE) LRBI Committee, including recognized experts in behavioral supports and interventions, will review and recommend needed modifications to the content of the positive behavioral supports and least restrictive behavioral intervention procedures. This review will ensure that the LRBI document reflects current research-validated intervention procedures. Any needed changes will be recommended to the State Board of Education.

The Committee will also review the LRBI policy and consider revisions based on feedback from parents, schools, and districts. The organization of these activities will be the responsibility of the State Director of Special Education.

The USOE LRBI Committee will review data from all school districts on the frequency of use of each Level III and IV intervention. This information will be used to monitor the application of intrusive levels of intervention and to identify Comprehensive System of Personnel Development (CSPD) training priorities.

The USOE will review local school district compliance with these policies as part of the Utah Special Education Program Improvement Planning System (UPIPS) during the normal five-year schedule.

II.B. Responsibilities of the Local Education Agency (LEA)

1. Behavior Expertise

The local education agency (LEA) will ensure that a recognized expert in behavioral supports and interventions is a member of the IEP team in every case where Level III and IV procedures are considered. It is recommended that the expert also have knowledge about the individual student.

The LEA may also request access to and input from personnel available to the USOE through the special education technical assistant (TA) assigned to the district.

2. Local LRBI Committee

The LEA will form a local LRBI Committee made up of the local Special Education Director or a designated representative as chair, at least two other professionals not providing direct services to the student concerned, a member of the local district staff with expertise in behavioral intervention procedures, and a parent of a student with disabilities appointed by the local Director. The LRBI Committee will meet (1) often enough to monitor the use of Level III and IV interventions in the district, and (2) in a timely way to collect the required data on frequency of use of intrusive interventions and to address personnel training needs.

The Committee will review the documentation of previous unsuccessful less intrusive interventions attempted by IEP teams, and the plans for implementation of Level III and IV interventions. Under the IDEA, the IEP team has legal authority for determining behavioral intervention procedures to be implemented. The LEA has responsibility for personnel development.

The LEA will collect summary information regarding the frequency of use of Level III and IV interventions in the district and report this data annually to the USOE. This information will be aggregated for the entire state and analyzed by the state LRBI Committee in their annual review of use of LRBI procedures and interventions. The data will be used to make CSPD recommendations to the state.

3. Appeals

The local LRBI Committee will serve as the first line of appeal for parents and professionals when conflict arises concerning recommended behavioral interventions. If one of the parties disagrees with the IEP team's decision:

- a. Within five school days of receiving a request for an appeal of an IEP team's decision, the chairperson of the local Committee shall initiate steps to conduct an appeal conference. The purpose of the appeal conference is to resolve the differences and, if possible, avoid a hearing.
- b. During the pendency of an appeal to the local Committee, the behavioral interventions in question may not be implemented.

- c. The appeal conference shall be an informal process conducted in a non-adversarial atmosphere and shall be completed within fifteen school days of receiving the request. An extension can be granted by the local Director of Special Education based on extenuating circumstances, but the extension cannot exceed an additional five school days. Every effort shall be made by the Committee to complete the review process in as few days as possible.
- d. The recommendation(s) made by the local Committee shall not conflict with state or federal law.
- e. A copy of the written recommendation shall be mailed to each party within five school days following the conference.

The purpose of these policies and procedures for the review of behavioral intervention strategies is to attempt to resolve differences in the most timely manner. The State Director of Special Education shall ensure that the review is regarded as voluntary and freely agreed to by both parties, and is in no way used to deny or delay an aggrieved party's right to a hearing under due process provisions of the Individuals with Disabilities Education Act (IDEA) and USOE Special Education Rules. Both parties maintain all rights accorded to them by local, state, and federal rules and regulations.

4. Personnel Development

Training the staff in needed competencies to implement individual LRBI procedures is a key to successful behavior change.

- a. It is the responsibility of the local Director of Special Education to ensure that staff have received training in LRBI procedures selected by the IEP team for a specific student.
- b. It is the responsibility of district staff to participate in training in LRBI procedures selected for a specific student with whom they interact.
- c. Where district staff think they do not have appropriate training to implement specific behavioral intervention procedures appropriately, it is their responsibility to request needed training from the local Director of Special Education.

II.C. Responsibilities of the Individualized Education Program Team

1. Selecting Interventions

The IEP team must consider and select appropriate interventions for the student whose behavior impedes his/her learning or that of others.

- a. Prior to selecting some Level II and all Level III and IV interventions, the IEP team must review Preliminary Strategies for Positive Behavioral Supports and Effective Educational Practices and determine whether those

- practices have been implemented. If these strategies have not been implemented with fidelity, adjustments in the classroom must be made.
- b. Classroom personnel must document that positive behavioral intervention procedures were tried and found ineffective before more intrusive procedures are implemented (unless the behavior is so severe that more intrusive interventions are warranted). More intrusive intervention procedures from Levels II, III, and IV may then be considered by the IEP team to increase or decrease specific behaviors.
 - c. The interventions selected must be appropriate to the target behavior and the student's developmental level, physical abilities, and communication mode as dictated by common sense and the research literature. It is recommended that a minimum of two interventions be implemented and found ineffective within each level before moving onto the next level of the hierarchy.

2. Informed Consent

When selecting intrusive behavioral change procedures, the IEP process is augmented with the following steps to ensure informed consent of the parent(s).

- a. Documentation of all previous less intrusive interventions and their results are reviewed with the IEP team, including parent(s).
- b. Possible new alternative procedures are reviewed with the IEP team.
- c. The potential effectiveness of the proposed interventions, including possible side effects, is reviewed by the IEP team.
- d. The IEP team should consider conducting a functional behavior assessment (FBA) and developing a formal Behavior Intervention Plan (BIP) whenever a Level III or IV behavioral intervention is selected.
- e. All Level III and IV behavioral interventions, whether described in IEP goals and objectives or in a BIP, require signed parental consent.

3. Implementation and Monitoring of Behavioral Interventions

Behavioral interventions may be written as part of goals and objectives or as a distinct part of the IEP in a Behavior Intervention Plan. Described below are the steps that are followed in the implementation of behavioral change intervention procedures requiring parental consent.

- a. Prior to implementation:
 - (1) The target behavior is operationally defined.
 - (2) For those behaviors to be changed, if the behavior is to be decreased, usually a replacement behavior(s) is operationally defined.
 - (3) Reasonable base line data is collected prior to implementation. A stable base line is usually collected over a minimum of three sessions or three days unless the behavior is severe (e.g., aggression, self-abuse, property destruction, assaultive behavior).

(4) When an intrusive behavioral intervention is selected these safeguards must be implemented:

(a) A high rate and density of positive reinforcement must be ensured.

(b) An appropriate replacement behavior is usually trained and/or reinforced.

(5) After appropriate training of all staff dealing with the student, the procedure is implemented.

b. Monitoring during implementation.

(1) An appropriate data collection system must be selected and used.

(2) If no significant change in behavior is documented after a maximum of two weeks, the program must be evaluated in the following way by the assigned team member(s):

(a) Check the consistency and correctness of implementation by all staff.

(b) Evaluate the effectiveness of antecedent- and consequence-based interventions.

(c) Target behavior must be reevaluated for functional appropriateness and relevance of selection.

(3) If the above listed steps are taken and the procedure is still determined to be ineffective, a modification of the current intervention or an alternative intervention must be considered.

4. Deviation from Student's Behavioral Interventions in IEP/BIP

Each student's individualized behavioral interventions constitute a binding agreement for those interventions requiring informed consent. If the staff members implementing the interventions find that emergency procedures are needed, they must follow the specific steps outlined in this document for emergency situations (Section IV, p. 10). A behavior for which emergency procedures are used must occur not more than once per week, two times in a month, or four times in a year. If the frequency of the behavior exceeds these limits, a BIP or a new BIP must be considered.

Staff deviation from an approved plan, which includes misapplication of approved interventions, unapproved interventions requiring informed consent, and/or failure to follow outlined emergency procedures in emergency situations, will subject the responsible staff members to disciplinary action as dictated by local district policy.

5. Documentation of Behavioral Interventions

When a Level III or Level IV intervention is selected and included in the IEP goals and objectives or in a BIP, the IEP team will submit to the District LRBI Committee a copy of the documentation of previous less intrusive interventions and the plan for more intrusive interventions. The Committee will review the documentation, determine training needs, and collect summary information regarding use of Level III and IV interventions in the district.

III. Behavioral Interventions, Discipline, Functional Behavior Assessment (FBA), and Behavioral Intervention Plans (BIPs)

III.A. Behavioral Interventions and Discipline

Behavioral interventions are not the same thing as discipline in the traditional use of the term. Discipline (school policies governing student conduct) is determined and invoked by school administrators, not IEP teams. The LRBI does not mandate when an FBA or BIP must be utilized by an IEP team. However, federal regulations in the IDEA and USOE Special Education Rules state that the school district must (1) conduct a functional behavioral assessment and (2) implement a Behavioral Intervention Plan (if this was not done before the behavior that resulted in the removal occurred) when:

- a. a student reaches the 11th day of being removed from school for inappropriate behavior during one school year, or
- b. there is a weapons violation, drug violation, or behavior that is substantially likely to result in injury to the student or to others, and
- c. the school recommends a change of placement, and parents disagree with that change of placement.

Under the same conditions outlined above, an already existing BIP must be reviewed and changed, if necessary.

Functional behavior assessment is a tool which can be used to avoid problems by determining the purpose of the behavior in which the student is engaging. Best practice suggests that this assessment be conducted whenever a serious or chronic problem behavior arises, whether or not it becomes a discipline issue.

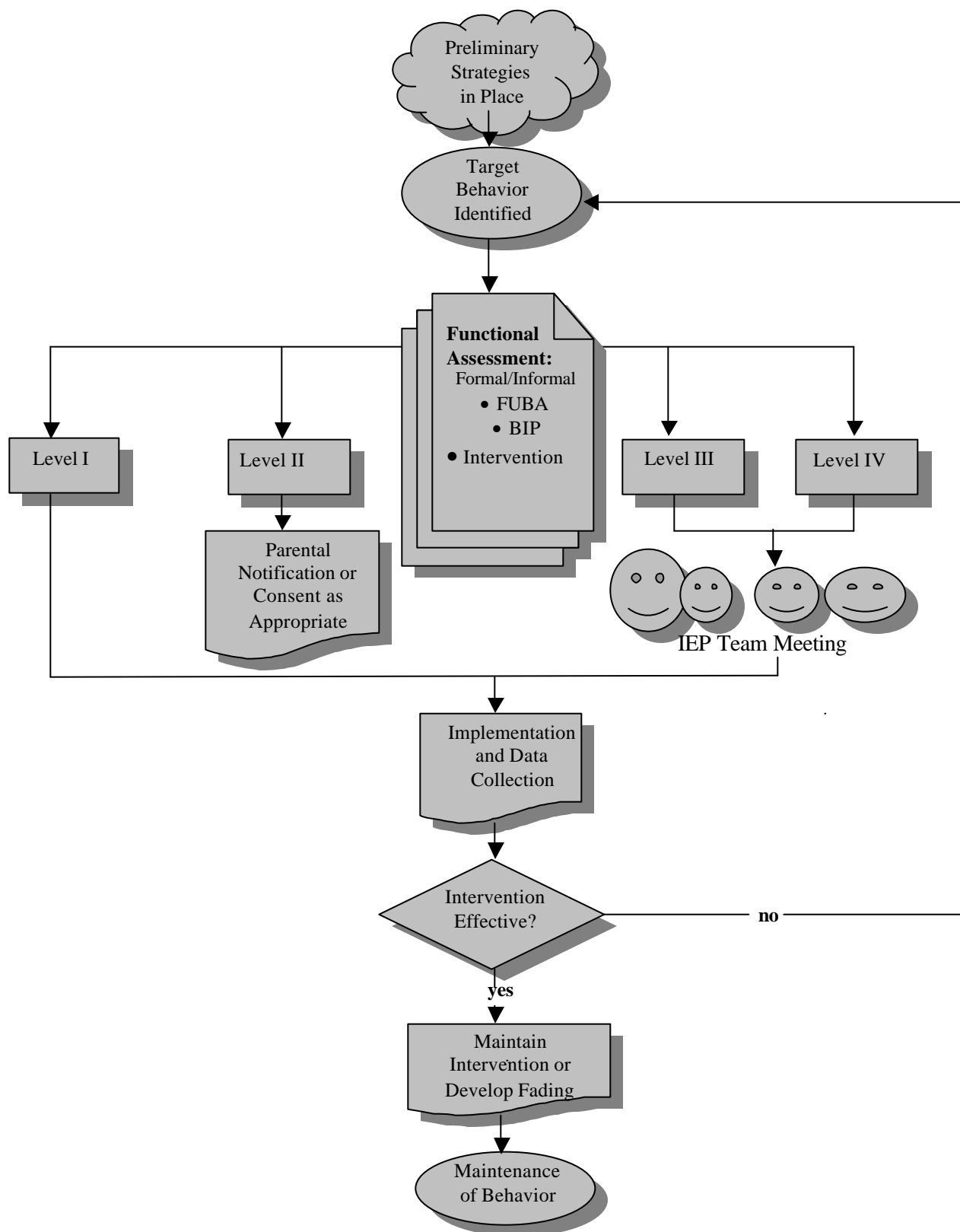
Positive behavioral interventions, strategies, and supports must be considered by the IEP team for the student whose behavior impedes his/her own learning or that of others. A Behavior Intervention Plan is an effective way to document the positive behavioral supports needed for the student to be successful.

When determining behavioral interventions, the IEP team is referred to the selection of Least Restrictive Behavioral Interventions (LRBI). This LRBI document provides guidance for making decisions on the selection and use of interventions to change behavior.

III.B. LRBI Process Flow Chart

The process of using behavioral interventions as required by the LRBI is illustrated by the flow chart on the following page.

LRBI PROCESS



IV. Emergency Procedures

IV.A. Implementation of Emergency Procedures

If an emergency situation occurs that requires the immediate use of behavioral reductive interventions (that require parental consent and for which parental consent has not been obtained) to protect the student or others from harm, staff must notify the student's parents within 24 hours. A copy of the Emergency Contact Form signed by the LEA must be submitted to the district Director of Special Education within 24 hours of the use of emergency procedures for each emergency occurrence. The Emergency Contact Form follows this section of the document.

IV.B. Definition of Emergency

1. Emergency Situation

An emergency situation occurs when one or more of the following factors are present:

Danger to others	Physical violence/aggression toward others with sufficient force to cause bodily harm.
Danger to self	Self-abuse of sufficient force to cause bodily harm.
Destruction of property	Severe destruction or physical abuse of property.
Threatened abuse toward others, self, or property	Substantial evidence of past threats leading to any of the behaviors defined as danger to others, danger to self, or destruction of property.

2. Behavior Requiring Emergency Procedures

If a behavior requiring emergency procedures occurs more than once per week, two times in a month, or a total of four times in a year, a behavior intervention program (BIP) must be designed to address the problem behavior. In this event, the behavior must no longer be considered a crisis and must be addressed in the IEP.

The allowable instances of a behavior requiring emergency procedures are cumulative in number, regardless of whether a different Level III or IV intervention is used.

Example: During a discrete trial session designed to teach prepositions, Austin attacked the teacher and tried to bite her. The teacher used seclusionary time out as an emergency procedure, filling out the appropriate form and providing the required notification within 24 hours. Two days later in a similar situation, Austin again attacked the teacher and tried to bite her. This time the teacher used an enforced relaxation strategy, again filling out the required form and providing appropriate notification. In this case, because a behavior requiring emergency procedures occurred more than once in a week, the teacher must confer with the IEP team and take steps to address the behavior on a more permanent basis.

3. Staff Training

Emergency procedures must only be used by staff who are trained and competent in their use.

Emergency Contact Form

Complete for each instance of use of emergency procedures from Levels III and IV.

Student Name: _____ Date: _____

School: _____ Grade: _____ DOB: _____

Staff in attendance: _____

1. What were the circumstances surrounding the incident?

2. What did the student do? (Describe the behavior that required emergency procedures.)

3. What did the staff do? (Describe actions and interventions, how long used, etc.)

4. Were there any injuries? ☐ Yes ☐ No

If yes, describe:

5. What could be done to prevent this from happening again?

6. Number of times this behavior has occurred: _____

7. Time period over which behavior occurred: _____

8. Parent notified (within 24 hours): ☐ In Person ☐ Phone ☐ Written

Signature of Person Completing Form	Date
-------------------------------------	------

Signature of LEA Representative	Date
---------------------------------	------

Staff must notify parents within 24 hours of the use of emergency intervention procedures. A copy of this form must be sent to the local Director of Special Education within 24 hours of each use of an emergency intervention.

Emergency interventions can occur no more than once per week, two times in a month, or a total of four times in a year. If the frequency exceeds these guidelines, a modification of the current behavioral intervention plan or an alternative intervention plan must be considered to address the problem behavior. Parent may be provided with a copy of the emergency contact form upon request.

V. Terminology

When discussing complicated issues such as students' rights, positive behavioral supports, and intrusive intervention procedures, it is important that all parties have a common understanding of the language that is used. In order to prevent misunderstandings, the following definitions are supplied to help the reader understand the terms in this document.

Behavioral intervention	The systematic application of any validated procedure (antecedent and/or consequence) which has the potential for changing behavior.
Behavior Intervention Plan (BIP)/ Behavior support plan	A written plan for changing a student's behavior. The plan is a summary of intervention strategies, including setting event strategies, antecedent strategies, behavior teaching strategies, and consequence strategies along with implementation details of who uses what strategies when, where, how often, and why; how emergency or crisis situations will be handled, and how implementation and effectiveness will be monitored.
Continuum	A range of behavioral interventions, within a level, that are not hierarchical in nature.
Functional Behavior Assessment (FBA)	<p>A systematic process of identifying problem behaviors and the events that (a) reliably predict occurrence and non-occurrence of those behaviors and (b) maintain the behaviors across time.</p> <p>Assessment should produce three main results: first, hypothesis statements that have (i) operational definitions of the problem behavior, (ii) descriptions of the antecedent events that reliably predict occurrence and non-occurrence, and (iii) descriptions of the consequence events that maintain the behavior; second, direct observation data supporting these hypotheses; and third, a behavior support and intervention plan.</p>
Hierarchy	The arrangement of behavioral interventions in ascending order, across levels, from least to most intrusive.

Manifestation determination	A review of the relationship between a student's disability and a behavior subject to the disciplinary action. This determination is required when the LEA removes or considers removing a student for weapons or drug violations, behavior that is substantially likely to result in injury to the student or to others, or behavior that violates any rule or code of conduct that applies to all students which results in a change of placement.
Operational definition of target behavior	Specification of a behavior such that it is observable and measurable, and so that two people can readily agree on when it occurs, begins, and ends.
Positive behavioral support	The application of positive behavioral interventions and systems to achieve socially important behavior change.
Recognized behavior expert	A professional having knowledge of, training, and experience in: (1) designing, using and evaluating behavior management and contingency programs; (2) current behavior management practices; (3) the development and use of a wide variety of effective and efficient behavior intervention plans or programs; (4) functional behavior assessment, and (5) valid methods for evaluating program effectiveness.
Reductive behavioral intervention	A research-valid decelerative behavioral intervention (positive or negative) that temporarily stops or suppresses a behavior. These include some Level II and all Level III and IV procedures that require written parental consent prior to implementation (see Section VI).
Reinforcer	A consequent stimulus which increases or maintains the future rate and or probability of occurrence of a behavior.

VI. Description of Strategies and Intervention Procedures

VI.A. Preliminary Strategies for Positive Behavioral Supports--Effective Educational Practices

Procedure	Signed Parental Consent Required	Behavior Expert Required on IEP Team
1. Appropriate and Motivating Curriculum	No	No
2. Assistive Technology	No	No
3. Environmental Engineering	No	No
4. High Rates of Positive Responses From Teachers	No	No
5. Home Notes	No	No
6. Instructional Pacing	No	No
7. Monitoring Performance	No	No
8. Parent Conference	No	No
9. Precision Commands	No	No
10. Rules	No	No
11. Staff Training	No	No
12. Structured Daily Schedule	No	No
13. Supervision	No	No

Positive behavioral supports and effective educational practices should be in place throughout the educational program and across settings, even when more intrusive procedures are selected by IEP teams to change a specific problem behavior.

Procedure	Definition	EXAMPLES P» Preschool E» Elementary S» Secondary	Reminders
1. Appropriate and Motivating Curriculum	A curriculum which challenges students while enabling them to achieve success.	<p>P» Mr. Peabody makes the concepts being taught relevant to young children’s interests by using colorful and engaging pictures to supplement his verbal explanations.</p> <p>E» Maria is given independent reading materials at the reading level identified by her teacher as “instructional” or “easy” for her, never at her “difficult” level. She successfully reads these, improving her fluency.</p> <p>S» Mr. Practical structures skill building in his ninth grade math classes around real life events such as balancing a checkbook and saving for a car. This provides his students with the opportunity to relate the skills they are learning to their own lives.</p>	A curriculum that is too difficult or easy is likely to increase inappropriate behavior. Teacher testing and evaluation skills are important. To use the appropriate curriculum, teachers must know the level at which their students are functioning.
2. Assistive Technology	Any item, piece of equipment, or product system used to increase, maintain, or improve functional capabilities of students with disabilities.	<p>P» Mrs. Considerate tapes her read-aloud stories and allows students to take them home and listen to them again.</p> <p>E» Mr. Engebretsen teaches Emily to use a communication board. By pointing to the letters to spell “I need some water,” she gets a drink without having a tantrum.</p> <p>S» Mr. Rapidity leaves material on the overhead projector for an extended period of time for students who have a difficult time keeping up with the pace of lecture presentations.</p>	This may involve such items as large print material, a laptop computer, or augmentative communication devices required by the student to make progress on IEP goals.
3. Environmental Engineering	The process of arranging the physical environment of the classroom to enhance student learning and behavior.	<p>P» Mrs. Adams arranges her class so that she has visual contact with all parts of the room. For example, she uses low bookcases so students are in her line of sight.</p> <p>E» Mr. Red (1) divides the classroom into areas for quiet reading, seat work, and small group work; (2) teaches rules on how quiet students must be; (3) arranges the room so students cannot easily look out windows or doorways into halls, and (4) places himself between the students and open areas if there are runners in the class.</p> <p>S» Mr. Tolman strategically arranges student seating so that individuals prone to misbehave are adequately separated from one another.</p>	The physical environment serves as a set of stimuli which influence appropriate and inappropriate behavior. Teachers can pay attention to such factors as basic layout of classroom space, wall displays, traffic patterns, and other aspects of the classroom.

Procedure	Definition	EXAMPLES P» Preschool E» Elementary S» Secondary	Reminders
4. High Rates of Positive Responses From Teachers	Frequent use of positive comments or actions to students who demonstrate appropriate behavior.	<p>P» Mr. Watson observes students playing appropriately and provides frequent verbal praise.</p> <p>E» Mrs. Garcia tells the students “thanks for listening” and “nice effort” frequently as she monitors their creative writing behavior during second grade.</p> <p>S» Mr. Skinner continuously makes a point to verbally praise those students who are on task and ready to work, while engaging in planned ignoring of mild off-task behaviors of other students.</p>	Teachers create a positive environment by frequently praising the student for appropriate behavior and correct academic responses. Positive responses should be specific, so students can repeat the desired behaviors. If too general, students may not know which behaviors to repeat. The recommended ratio of positive to negative responses is at least 4:1.
5. Home Notes	An informational note that provides clear, precise communication between school and parents about a student’s academic and behavioral performance.	<p>P» Johnny takes home his sticker chart at the end of the day and Mom praises him.</p> <p>E» Ms. Wheeler sends notes home with five different students each day rating their academic work, study habits, and effort. By this method, each student in the class receives a home note once a week.</p> <p>S» The student takes home a note indicating class performance, assignments completed, and upcoming test dates. The home note must then be signed by one of the parents and returned to the teachers. This ensures parent-teacher communication on a regular basis to avoid lengthy periods of academic non-productivity.</p>	This communication should occur on a regular basis. Home notes should emphasize positive information and also include information about areas of concern.
6. Instructional Pacing	The speed or rate at which the teacher presents instructional material and tasks to the learner.	<p>P» Mrs. Weismuller moves from one preschool child to the next in quick succession, maintaining engagement with the activities during circle time.</p> <p>E» Miss Zabriskie delivers direct instruction to the students at the rate of about nine learning tasks per minute, and asks for group responses from students frequently to check understanding.</p> <p>S» Mr. Dynamic asks his twelfth grade students frequent questions to assess their understanding of the science material. Their responses serve as an indicator as to the possible need to repeat or review particular subject matter.</p>	A brisk pace of instruction enhances student attention and increases the number of response opportunities. Appropriate pacing may decrease disruptive behavior.

Procedure	Definition	EXAMPLES P» Preschool E» Elementary S» Secondary	Reminders
7. Monitoring Performance	Collecting specific information systematically and consistently on a student's academic or behavioral performance.	<p>P» Mrs. Hansen keeps records for each preschool child showing data on current IEP goals and objectives, as well as behavioral concerns that may require future intervention.</p> <p>E» Mr. Thomas conducts a running record on each student's reading quarterly and adjusts the student's skills instruction according to the results.</p> <p>S» Mr. Bandura keeps a copy of IEP goals and then tracks a particular student's reading progress. Based on those goals, the teacher assesses whether current instruction is effective with this particular student.</p>	Collecting information can help the teacher determine whether the program is effective. By analyzing the data, the teacher knows when to make changes in both academic and behavior programs.
8. Parent Conference	A meeting (or other communication) with parents to discuss the student's progress, successes and difficulties, and to involve parents in problem resolution.	<p>P» Mr. Consequences meets with parents regularly to discuss the progress of the preschool children with whom he works.</p> <p>E» Miss Rigby calls Jim's mom twice during one week when he begins to stay out on the playground after the bell rings. Mom agrees to check with him daily on whether he returns to class promptly at the end of recess, and to praise him when he has a positive report.</p> <p>S» Mrs. Smith sends a brief e-mail message weekly to parents of students who are on academic tracking.</p>	Parents may be involved via phone calls, e-mail, and home and/or school visits. Progress toward the annual goals of the IEP must be reported to parents at least as often as non-disabled peers receive progress reports. As appropriate, parent training may be included on a Behavior Intervention Plan.
9. Precision Commands	Precise verbal statements made by staff to enhance compliance of students.	<p>P» When Sam runs in the classroom during free play time, his teacher says, "Sam, please use walking feet." (Five-second delay.) "Sam, I need you to use walking feet now!" (Five-second delay.) Sam is praised if he starts to walk.</p> <p>E» If Bill is not sitting down, the instructor says, "Bill, please sit down!" (Five-second delay.) "Bill, you <u>need</u> to sit down <u>now</u>!" (Five-second delay.) Consequence behavior appropriately for compliance or non-compliance.</p> <p>S» If Lori is not wearing her safety goggles as instructed during a seventh grade science experiment, her teacher says, "Lori, please put on your goggles!" (Five second delay.) "Lori, I need you to wear your goggles now!" (Five second delay.) If Lori complies, the teacher thanks Lori for compliance with lab safety procedures. If Lori refuses to comply, she is instructed to sit out of the lab and read the safety manual.</p>	A precision command is clear, direct, and specific, without additional verbalizations or lectures.

Procedure	Definition	EXAMPLES P» Preschool E» Elementary S» Secondary	Reminders
10. Rules	Behavioral expectations for whole school, classroom, and transitional environments.	<p>P» One of Ms. Allen’s three preschool classroom rules is, “Use soft voices.” The rules are posted in picture format along with the written rules, and children are verbally reinforced for compliance.</p> <p>E» Ms. Nakamura has five rules in her third grade classroom. She teaches and guides her students in practicing them until they follow the rules consistently.</p> <p>S» Every teacher in the high school holds students accountable for the rule that reads: “Be in your seat before the tardy bell rings.” Each teacher establishes consequences for compliance and non-compliance with this rule.</p>	Rules for each environment must be taught, posted, and frequently reviewed. General rules are made, supplemented by expectations for unique environments in the school such as the bus, lunchroom, and playground.
11. Staff Training	Personnel development activities conducted for general and special educators, para-educators, and administrators to gain and maintain competencies in the strategies required for them to be effective.	<p>P» During an inservice, staff were instructed on the use of modeling. All staff then set a goal to use modeling five times a day for a week and record the results for a discussion in their weekly departmental meeting.</p> <p>E» Mrs. Green, principal of Dogwood Elementary School, arranges inservice on the use of differential reinforcement. All teaching staff participate, practice the skill in the classroom, and then receive feedback from peer observers on their proficiency with the strategy.</p> <p>S» A workshop is provided for the teaching staff in “self-management” procedures (i.e., self-monitoring, self-evaluation and self-reinforcement). The teachers brainstorm behaviors that would lend themselves to self-management procedures in their classrooms and select two students with whom to implement the strategy.</p>	All staff training should emphasize research-validated procedures.
12. Structured Daily Schedule	A daily outline of classroom activities designed to maximize student learning.	<p>P» During circle time, Josh’s teacher previews the daily events using a picture schedule.</p> <p>E» Ms. Adams, a second grade teacher, writes the daily schedule paired with visual aids on the board and highlights the weekly events and homework with colored chalk. She reviews the schedule with her students at the beginning of each day.</p> <p>S» Mr. Alvarez, who teaches math in seventh grade, writes both the daily schedule and the weekly homework on the board. Students know what to start on when the bell rings each day, and they know the order of activities for teacher-directed instruction, guided practice, and independent practice.</p>	Structuring time through a planned daily schedule of specific activities and transitions maximizes “on-task” behavior and minimizes students’ inappropriate behavior.

Preliminary Strategies for Positive Behavioral Supports **B**Effective Educational Practices

Procedure	Definition	EXAMPLES P» Preschool E» Elementary S» Secondary	Reminders
13. Supervision	Systematic management and monitoring to promote academic and behavioral success of students.	<p>P» Before snack and lunch, staff accompany preschool students to the restroom while they use the bathroom and wash their hands. Supervisors remain with students until all exit the restroom.</p> <p>E» During recess, two teachers and a paraprofessional monitor the students' playground activities, as they had been trained to do in a yearly inservice on active supervision.</p> <p>Between classes, teachers in the junior high stand in the halls by their doors and supervise students as they go to the next class. The presence of teachers in the halls has resulted in few students wandering the halls or stalling in the bathroom, and has reduced the number of fights.</p>	Supervisors should be trained in the practices expected of them in each supervisory setting (e.g., playground, lunch room, halls). Adequate and appropriate supervision can guide students to succeed and prevent problems.

VI. B. Level I Positive Intervention Procedures

Procedure	Signed Parental Consent Required	Behavior Expert Required on IEP Team
1. Behavior Contracts	No	No
2. Behavior Momentum	No	No
3. Chaining	No	No
4. Contingent Observation	No	No
5. Differential Reinforcement <ul style="list-style-type: none"> a. Differential Reinforcement of Other Behaviors (DRO) b. Differential Reinforcement of High Rates (DRH) c. Differential Reinforcement of Low Rates (DRL) d. Differential Reinforcement of Alternative Behavior (DRA) e. Differential Reinforcement of Incompatible Behavior (DRI) f. Differential Reinforcement of Functional Communicative Behavior (DRC) 	No No No No No No	No No No No No No
6. Direct Instruction	No	No
7. Fading	No	No
8. Graduated Guidance	No	No
9. Group Reinforcement Response Contingency	No	No
10. Modeling/Differential Reinforcement of Another Person's Appropriate Behavior <ul style="list-style-type: none"> a. Observational Learning b. Participant Model 	No No	No No
11. Parent Training	No	No
12. Peer Involvement/Tutoring	No	No
13. Positive Reinforcement <ul style="list-style-type: none"> a. Continuous Schedule of Reinforcement b. Intermittent Schedule of Reinforcement <ul style="list-style-type: none"> (i) Ratio Schedules of Reinforcement (ii) Interval Schedules of Reinforcement 	No No No No	No No No No
14. Prompting	No	No
15. Redirection	No	No
16. Self-Management	No	No
17. Shaping	No	No
18. Social Skills Training	No	No
19. Stimulus Cueing	No	No
20. Structured Non-instructional Periods, including Recess	No	No

21. Teaching Interaction	No	No
22. Token Economy	No	No
23. Tracking	No	No

Positive behavioral supports and effective educational practices should be in place throughout the educational program and across settings, even when more intrusive procedures are selected by IEP teams to change a specific problem behavior.

Procedure	Definition	EXAMPLES P» Preschool E» Elementary S» Secondary	Reminders & Potential Undesirable Side Effects
1. Behavior Contracts	Written agreements between school personnel and students, which specify expected behaviors, positive and negative consequences, time frame of the contract, and review dates.	<p>P» The teacher says to Kelly, “If you pick up the toys, then you get to pass out the snack today.”</p> <p>E» Having been tardy for school six days in a row, Sally agrees to be on time for the next week. Her mother agrees to help her keep a record of what time she leaves the house each day. The teacher commits to let Sally be the classroom leader on the fifth day of being on time to school. The contract is written and signed by all.</p> <p>Kevin is failing his Algebra class and his teacher puts him on a behavior contract. If he completes and turns in four consecutive assignments with 80% accuracy, he only has to do half of the assigned problems on the fifth day for full credit.</p>	<p>The contract is signed by all parties who are participating in the contract (student, teacher, parents, etc.). For preschool, an informal verbal contract is appropriate. Remember, contracting involves a delay or interval before a primary reward is given, which can result in decreased responding if the interval is too long.</p> <p>Positive consequences should be included in a well-balanced contract.</p>
2. Behavior Momentum	Increasing compliance by identifying and then making a minimum of three requests with which the student has a high probability of compliance before making a low-probability request.	<p>P» At lunch time, Ann is often reluctant to eat her lunch. In order to increase the likelihood that she will try her lunch, her teacher uses the following sequence of requests: “Ann, please sit down next to Shauna today! Ann, pass the napkins, please! Ann, look at the pretty shoes Shauna is wearing! Ann, have a bite of your sandwich!”</p> <p>E» Mr. Cleaver is working with nine-year-old Alison on compliance. After identifying high- and low-probability behaviors for Alison, he uses the following sequence: “Alison, tell me your name. Alison, give me five. Alison, point to the dog. Alison, put your puzzle back on the shelf.” If she puts the puzzle away, she receives a token.</p> <p>S» Mrs. Evans teaches a high school history class. Reducing non-compliance is a goal on Calvin’s IEP. She uses the following sequence of requests: “Calvin, please turn off the light. Calvin, hand this pencil to Julie. Calvin, mark two points on your card for listening and following directions. Calvin, please go to your seat, take out your assignment, and begin to work.”</p>	<p>Be sure to reinforce compliance with the low-probability request.</p>

Procedure	Definition	EXAMPLES P» Preschool E» Elementary S» Secondary	Reminders & Potential Undesirable Side Effects
3. Chaining	Reinforcement of responses in sequence to form more complex behaviors. Chaining can involve both forward and backward steps.	<p>P» Al can't put on his coat. First he is reinforced for taking his coat off the hook. Next he is reinforced for putting the coat on the floor in the prescribed manner and then for putting both arms in the sleeves. Last, he receives praise for flipping the coat over his head and having it on properly.</p> <p>E» Tom, a seven-year-old boy, is not toilet trained. First, his teacher praises him if he walks to the toilet. Next, he is reinforced when he walks to the toilet and pulls his pants down, and then for eliminating and pulling up steps, respectively. Lastly he is rewarded if he completes these four steps and washes his hands appropriately.</p> <p>S» Sharon is being taught to feed herself independently. First, she is handed the loaded spoon and reinforced for putting the food in her mouth. Next, she is rewarded for moving the loaded spoon from the tray to her mouth and putting the food in her mouth. Then, she is reinforced for loading the spoon, moving it to her mouth, and putting the food in. Finally, she is rewarded for picking up the spoon, loading it, moving to her mouth, and putting it in her mouth.</p>	<p>As each new behavioral step is added, only the most recent step needs to be reinforced.</p> <p><i>Note:</i> In conjunction with chaining and other behavior management techniques, a strategy known as task analysis must first be used. In task analysis, skills are broken down into concrete, specific component tasks, which in some cases may be very minute. If a child doesn't make progress on a task, it may be that it needs to be task analyzed further (broken into even smaller steps).</p>
4. Contingent Observation	Telling a student who is doing something inappropriate to step away from the activity, sit, and watch the appropriate behavior of other students while the teacher intentionally reinforces them. After a brief period of observation, the teacher prompts the student to rejoin the activity, and reinforces the desired behavior.	<p>P» The children are playing with blocks. The teacher says, "Stack your blocks." Robbie throws some of the blocks. The teacher says, "No, Robbie, that is not stacking. Watch Sally stack her blocks. Now, Robbie, stack your blocks." She reinforces him for stacking his blocks appropriately.</p> <p>E» During art, Tiffany hoards the paint at her table and won't let anyone else use it. Her teacher tells her to sit out and watch how students at other tables share the paint. After a few minutes, Tiffany returns to her table and is reinforced for sharing the paint with other students.</p> <p>S» Ms. Bodega, a science teacher, tells Adam and Steven, who have not read the lab procedures and are setting up the lab incorrectly, to sit out and watch other groups as they set up the experiment. Ms. Bodega then praises other groups for the steps they are performing correctly. Adam and Steven are then permitted to return to their lab station and set up, and are reinforced for following the procedure.</p>	<p>The observation will usually be for a brief time. (One- to-five-minute periods are as effective as longer ones.)</p>

Procedure	Definition	EXAMPLES P» Preschool E» Elementary S» Secondary	Reminders & Potential Undesirable Side Effects
5. Differential Reinforcement	The reinforcement of one form of behavior, but not another; or the reinforcement of a response under one (stimulus) condition but not under another.		All of the differential reinforcement procedures take a substantial amount of time to be effective. If an inappropriate behavior is very disruptive or dangerous, use of a more intrusive procedure (that is, one higher in the LRBI intervention hierarchy) may be warranted to protect the student or other students in the classroom or work environment. Because an inappropriate behavior is ignored or not reinforced, there may be a dramatic increase or burst of the behavior before it decreases.
5. (a) Differential Reinforcement of Other Behaviors (DRO)	Reinforcement following any appropriate/ replacement behavior while ignoring the inappropriate/ target behavior in a defined period of time.	P» Nadia has a tantrum whenever she is asked to put her toys, supplies, and/or belongings away. Her teacher praises her and gives her a sticker each time she goes ten minutes without a tantrum, while ignoring her each time she has a tantrum. E» John is a student who scratches himself most of the time. The staff decides to smile, compliment, and give him points every two minutes when he is not scratching. They ignore him and do not reinforce him at the two minute interval if he is scratching. S» Tom likes to call attention to himself by talking out in class. His teacher ignores him each time he speaks out. The teacher verbally reinforces Tom each time he is not talking out at the end of a five-minute interval.	DRO always contains a predetermined length of time or interval. After each interval, the student is reinforced for <i>any</i> appropriate behavior, but never reinforced after the target/inappropriate behavior.
5. (b) Differential Reinforcement of High Rates (DRH)	Reinforcement given after performing some behavior at a pre-determined higher rate.	P» Kate does not interact with her peers. She is reinforced for spending increasing amounts of time in appropriate interaction with her peers. E» Diane receives a star for finishing three problems in five minutes. The next time she has to finish four problems in five minutes to earn a star. S» Lyle has a habit of being tardy to class. The staff decides to reinforce him with extra computer time each day he makes it to six of his ten periods on time.	

Procedure	Definition	EXAMPLES P» Preschool E» Elementary S» Secondary	Reminders & Potential Undesirable Side Effects
5. (c) Differential Reinforcement of Low Rates (DRL)	Reinforcement given after performing the target/problem behavior at a predetermined low rate.	<p>P» When Jimmy decreases his talking during circle time by a predetermined amount, the teacher praises him.</p> <p>E» Sally talks out ten times every morning during the teacher's instruction. The teacher sets up a program specifying that if Sally reduces her talk outs to five, she can choose a privilege. This program continues to reduce the number of talk outs Sally can have until she gets to an acceptably low rate.</p> <p>S» Dale has a habit of swearing an average of six times during class. The teacher sets a limit of three swear words each day during the first week. If Dale swears three or fewer times during the class period, he is reinforced. The following week the criterion is set at two swear words in a given class, and the program continues until the criterion is zero.</p>	This procedure is usually used for behaviors that occur at such a high rate, or are so ingrained into the student's behavior patterns, that a large immediate drop in occurrences is unrealistic.
5. (d) Differential Reinforcement of Alternative/ Replacement Behavior (DRA)	Reinforcement of a replacement behavior while ignoring the inappropriate behavior.	<p>P» Kit does not follow the teacher's directions. He is verbally reinforced each time he does comply and is ignored when he does not.</p> <p>E» Sam's out-of-seat behavior in a kindergarten is targeted to be decreased. When he is out of his seat, he is ignored. But when he is in his seat, the teacher goes to Sam and praises him for being in his chair.</p> <p>S» Tammy writes and passes notes during class. Whenever Tammy is taking notes from the lecture or paying attention and listening, the teacher stands near her desk and praises her for being on task. Whenever she writes notes, her behavior is ignored.</p>	This procedure is commonly called differential attention and proximity praise.
5. (e) Differential Reinforcement of Incompatible Behavior (DRI)	Reinforcement of an appropriate behavior that is physically or functionally incompatible with the target behavior, while ignoring the inappropriate behavior.	<p>P» Denise pokes students who sit next to her on the rug during opening time. She is reinforced for sitting with her hands folded together on her lap.</p> <p>E» Jose, a first grader who is often lying on the floor, is reinforced when he sits on a chair.</p> <p>S» Emily draws on her notebook and books during lectures. The teacher reinforces her for writing notes about the lesson in her notebook.</p>	

Procedure	Definition	EXAMPLES P» Preschool E» Elementary S» Secondary	Reminders & Potential Undesirable Side Effects
5. (f) Differential Reinforcement of Functional Communicative Behavior (DRC)	Reinforcement of a functional communication skill leading to a needed reward, activity, or alternative, while ignoring inappropriate behavior.	<p>P» Sandra receives her snack each day as she displays successive approximations of an appropriate verbal request to the teacher.</p> <p>E» Cade is having a tantrum and is ignored by the teacher. The teacher determines that the function of the tantrum is to obtain a glass of water. He is then taught the sign for water. When Cade signs “water,” he is given a glass of water and praised.</p> <p>S» Paul starts carving on his desk with his pen whenever he gets bored or distracted. The teacher teaches him to raise his left hand whenever he begins to feel restless. When and if the teacher acknowledges him with a nod, he is allowed to go and get a drink of water. Paul is allowed this privilege two times at most in a given period, and a time limit is established for his drink breaks.</p>	
6. Direct Instruction	Active teaching or explicit instruction, including explaining to students exactly what they are expected to learn, demonstrating the steps needed to accomplish a task, providing opportunities for practice, and giving feedback based on performance.	<p>P» Ms. Day teaches the children to recognize and name two colors, red and yellow. She shows pictures of common objects in each color, then has the children identify objects in the room that are of each color.</p> <p>E» The teacher explains to Dennis that the lesson is about long division. Then she demonstrates the step on the chalkboard and watches while he tries to do a problem. Feedback is given to correct any errors and to reinforce him for following procedures correctly.</p> <p>S» In English class, Ms. Paulos teaches her freshman students how to diagram sentences involving subject, predicate, articles, adjectives, and adverbs. She demonstrates the procedure with a sample sentence and writes each step on the board. Then she puts a sentence on the board and asks the students to diagram the sentence in their seats while she walks around and gives assistance and corrective feedback. Finally, one student goes to the board and illustrates how to correctly diagram the sentence.</p>	

Level IB Positive Intervention Procedures

Procedure	Definition	EXAMPLES P» Preschool E» Elementary S» Secondary	Reminders & Potential Undesirable Side Effects
7. Fading	The gradual elimination of cues, prompts, reminders, or suggestions that control a specific response.	<p>P» John is learning to feed himself. He, receives less and less physical guidance, and eventually eats independently using a spoon and fork.</p> <p>E» Fewer and fewer dashes or dots are placed on the page on which Sarah is learning to print, so that she completes more and more of the task independently.</p> <p>S» Sandy struggles in her freshman year to get to class on time. A program is implemented where she is escorted to the class for a week. Next, an adult observes her go to the classroom alone. Finally, the teacher comes to the door and watches her come to the classroom. She is reinforced for each instance of arriving in class on time.</p>	If cues are removed too quickly, student's response will deteriorate.
8. Graduated Guidance	<p>A systematic, gradual reduction of manual guidance.</p> <p>Manual guidance is gently touching the student for instructional purposes or redirection.</p>	<p>P» Mr. Stringham is teaching Connie to go to the rug for circle time promptly. He pairs verbal instructions with a light hand hold, guiding her to her spot in the circle. As she moves toward the circle, he lessens the hold each day until she goes there alone.</p> <p>E» Rita, who cannot hold a spoon to eat, is assisted by the teacher who covers her hand to help hold and guide the spoon. Little by little, the teacher moves the physical help to just resting her hand on Rita's hand. The next step is to gradually move to a slight tap on the back of the hand. The physical assistance is faded out until Rita can perform the behavior independently.</p> <p>S» Jed cannot keep his hands in the proper keyboarding position. The teacher holds his wrists up until his hands are correctly positioned. She keeps her hands there until he types one page. Then, she moves her hands so that they are just lightly touching his wrists while he types the next page. Finally, she lifts her hands from his wrists and allows him to type on his own.</p>	Use enough pressure to guide the movement, but never force it. If force is required, this becomes a more intrusive procedure-see "Forceful Physical Guidance," Level III (#1). Take caution to avoid injury to student or staff because a student may resist being touched or struggle when minimally guided through a procedure.

Procedure	Definition	EXAMPLES P» Preschool E» Elementary S» Secondary	Reminders & Potential Undesirable Side Effects
9. Group Reinforcement Response Contingency	Reinforcement of the entire group dependent upon the performance of individual members.	<p>P» Mrs. Bailey gave each child who put away the art materials correctly a smile and a thank you. (independent)</p> <p>E» If Demetrius earns a score of 75% or better on each math test during the third quarter, the fourth grade class will all take a trip to the dinosaur museum in April. (dependent)</p> <p>S» Mr. Miller's sophomore history class is allowed to watch a movie on Friday if all of the students bring in their homework for the entire week. (interdependent)</p>	<p>A student may sabotage or ruin the reinforcement for the group to gain negative attention.</p> <p>Extreme peer pressure may be placed on the individual who does not meet the group contingency criteria.</p> <p>Group-oriented contingencies may be of three types:</p> <p>(1) Dependent: the performance of one or more particular group members determines the consequence received by the entire group.</p> <p>(2) Independent: each group member receives a consequence if he meets the contingency.</p> <p>(3) Interdependent: each student must reach a prescribed level of behavior before the entire group receives a consequence.</p>
10. Modeling/ Differential Reinforcement of Another Person's Appropriate Behavior	Learning through observation of a peer or adult model's behavior.	<p>P» Louie does not raise his hand to ask questions. The teacher stands near him and praises those students sitting next to him who raise their hands. She also puts a sticker on their name tags. When Louie raises his hand to ask a question, she praises him and gives him a sticker.</p> <p>E» Sharon is squirming in her seat. The teacher goes to Ron, the student next to Sharon, and gives him a plus on his point card for "sitting quietly." Sharon sees Ron get the plus and stops squirming. After 20 seconds of quiet sitting, the teacher puts a plus on Sharon's point card.</p> <p>S» Kent does not stay on task when given an assignment in his health class. The teacher praises other students sitting near him when they are on task and completing their assignments.</p>	<p>It is important to identify and state the desired behavior to the student when reinforcing it. There are a number of social skills and anger management programs that have videotaped examples and non-examples of behaviors to be taught. Self-modeling via videotaping the child performing a desired behavior is another variation of this strategy.</p>

Level IB Positive Intervention Procedures

Procedure	Definition	EXAMPLES P» Preschool E» Elementary S» Secondary	Reminders & Potential Undesirable Side Effects
10. (a) Observational Learning	After observing a modeled response, the observer exhibits that response.	<p>P» The teacher demonstrates to Billy how to sort the blocks by colors. He completes the task alone after observing her.</p> <p>E» Lori watches the teacher demonstrate how to appropriately greet others. Then Lori greets peers on her own and receives verbal reinforcement from the teacher.</p> <p>S» Brittany has trouble with multiple choice tests. Mr. Daniels sits down with a test and demonstrates how he approaches this kind of exam. He explains step by step, verbally expressing what he is thinking and how he is solving each test item.</p>	Other steps and procedures may need to be used in conjunction with observational learning.
10. (b) Participant Model	Learning by both watching someone act and actively practicing the behavior observed.	<p>P» Jake cannot hang his backpack on the hook. His teacher shows him how to hang the backpack up, and instructs him to observe the other children. Next, she has him practice with guidance from her. Finally, he puts the backpack on the hook alone.</p> <p>E» Lois is shy and not very assertive. A teacher models five different assertive responses, such as asking for a toy she wants and telling someone not to push her. Lois is then asked to role play the response and is reinforced for being properly assertive. She practices the responses at recess with her peers and receives feedback from her teacher.</p> <p>S» Katie has trouble solving math problems. A peer tutor is assigned who understands each step of the problem-solving process. He models his own work while Katie watches, explaining each step to her. Next they do a problem together. He gives her corrective feedback on the remainder of the assignment.</p>	Student may imitate inappropriate behavior as well as appropriate behavior.
11. Parent Training	Training parents to use appropriate behavioral interventions with their child.	<p>P» Nancy has temper tantrums that are a problem at school and home. The teacher trains the parent in effective procedures used at school for reducing the number of Nancy's tantrums.</p> <p>E» The third grade classes at Mt. McKinley Elementary School are struggling to get their homework done regularly. The teacher holds a group parent training session on strategies to improve their homework completion rate.</p> <p>S» Tyler has recently been arrested for shoplifting at a local convenience store. His parents are concerned and come to his high school for help. A counselor meets with the parents and teaches them some concrete ways to improve their supervision and monitoring of Tyler outside of school time.</p>	<p>Parent training is used when the student needs to have the same behavior interventions at home and school in order to improve generalization.</p> <ul style="list-style-type: none"> • School staff may invite parent to the classroom setting to observe the implementation of appropriate interventions. • Handouts on specific behavior strategies are another option. • Explain a specific intervention, such as a Picture Exchange Communication System, and give the parents a set of materials for home use.

Level IB Positive Intervention Procedures

Procedure	Definition	EXAMPLES P» Preschool E» Elementary S» Secondary	Reminders & Potential Undesirable Side Effects
12. Peer Involvement/ Tutoring	The use of same- or cross-age peers for academic tutoring, structured social engagement, or as peer “buddies.”	<p>P» Debbie has difficulty sitting on the rug during circle time in her preschool class. The teacher assigns Kathy to sit next to Debbie on the rug so that Kathy can model appropriate behavior.</p> <p>E» Beth and Jean are struggling to remember to take their homework home in fifth grade. The school psychologist assigns them to check each other’s backpacks at the end of the day to make sure they have the homework they need.</p> <p>S» Kimberly walks next to Kyle in his wheel chair to the lunch room and carries his tray to a table of friends in the lunch area.</p>	
13. Positive Reinforcement	Reinforcement of a student, contingent upon performing a specific behavior, to maintain/ increase a behavior.		If food is used, try nutritious food first. Be sure student is not allergic or diabetic.
13. (a) Continuous Schedule of Reinforcement	A schedule of reinforcement in which each occurrence of a response is reinforced.	<p>P» Sierra does not follow teacher directions very often in her preschool class. Every time she complies with a teacher request, she is given a piece of cereal.</p> <p>E» Each time Joan takes a step unaided, her friends cheer.</p> <p>S» Jack’s teacher is trying to teach him to use better manners in his high school class. Every time Jack says “thank you” his teacher gives him a smile.</p>	<p>Continuous reinforcement is often used to begin a teaching sequence or to shape new behaviors. When continuous reinforcement is stopped, the behavior stops almost immediately.</p> <p>Students may stop responding or avoid the reinforcing stimulus because they have had too much of the stimulus.</p>
13. (b) Intermittent Schedule of Reinforcement	A schedule of reinforcement in which some, but not all, of the occurrences of a response are reinforced.	<p>P» When Shawn uses appropriate communication skills with his preschool peers, he is reinforced with a sticker on a random basis.</p> <p>E» When Laura walks down the elementary school halls, the teacher sometimes puts her hand on Laura’s shoulder and tells her, “Good job walking in the hall.”</p> <p>S» When John works on his math assignment the teacher gains eye contact and smiles at him on a random basis.</p>	<p>Intermittent reinforcement increases the rate of response and makes the established behavior more stable and habitual. Be sure the reinforcement immediately follows the desired behavior, not other behaviors the student exhibits.</p> <p>If the schedule of reinforcement is too infrequent, it may not produce the desired change in behavior.</p>

Procedure	Definition	EXAMPLES P» Preschool E» Elementary S» Secondary	Reminders & Potential Undesirable Side Effects
13. (b) (i) Ratio Schedules of Reinforcement	A schedule in which reinforcement is made contingent upon a specific number of responses before being reinforced (fixed ratio) or upon the average number of responses (variable ratio).	<p>P» Paul has to put five toys away in his preschool classroom when it is clean up time before he is reinforced.</p> <p>E» Every third time that Jose raises his hand before he speaks, the teacher tells him to give himself a point on his card.</p> <p>S» Sixteen-year-old Joe is reinforced, on average, after four correct answers. He may be reinforced twice in a row, then after eight correct, so long as the average remains four.</p>	If the work requirement is too much, the student may stop working and become frustrated. If the schedule of reinforcement is too infrequent, it may not produce the desired change in behavior.
13. (b) (ii) Interval Schedules of Reinforcement	A schedule in which some specified amount of time must pass and then the next occurrence of one appropriate response is reinforced.	<p>P» If Matthew stays engaged with a single activity for three minutes, the teacher rewards him as he continues the activity.</p> <p>E» Bob's first grade teacher praises him if he remains on task after a five-minute interval.</p> <p>S» Cassidy is a high school student who has poor attendance. If she attends six periods in a day, then when she shows up in seventh period the teacher rewards her for attending a full day of school.</p>	Students may stop responding after being reinforced because they may think the procedure is over.
14. Prompting	Presentation of a cue (visual, auditory, physical) in order to facilitate a given response.	<p>P» When it is time to clean up at preschool, Mrs. Kindly turns the cleanup music on.</p> <p>E» While Sarah is learning to print in kindergarten, she is given papers on which there is a dot where each letter should start.</p> <p>S» When the teacher passes Martin's desk he is off task. She touches his shoulder softly to bring his attention back to world geography.</p>	Overuse of prompting may result in a high level of dependency on prompts. Be conscious of students for whom a physical cue is aversive.
15. Redirection	Interruption of a problem behavior and redirection to an appropriate replacement behavior.	<p>P» During rug time, Dallin stands up and leaves the activity. The teacher's aide touches him on the shoulder and tells him to come back to circle time.</p> <p>E» Veronica is running up the slides during recess. Mrs. Black approaches her, points to the swings, and says, "Look, there's an empty swing for you."</p> <p>S» Alonzo begins to talk to a high school peer during study skills class. The teacher taps his paper and points to his assignment.</p>	A gentle touch or a light verbal statement may be used to interrupt the inappropriate behavior and direct student to the appropriate behavior.

Procedure	Definition	EXAMPLES P» Preschool E» Elementary S» Secondary	Reminders & Potential Undesirable Side Effects
16. Self-Management	Strategies which involve students' management and control of their own behavior through the systematic application of behavioral principles (e.g., self-monitoring, self-reinforcement, self-evaluation).	<p>P» Mrs. Gough says, "If you're sitting on your carpet square, you may go wash your hands for snack."</p> <p>E» Sue records a check mark on her card each time that she comes in from recess on time. Her second grade teacher also keeps track of Sue's on-time behavior. At the end of the day, the teacher asks Sue to come up and compare her card with the teacher's. If their cards match, Sue is reinforced.</p> <p>S» Each time that Jim says something nice to a peer, he makes a dot on his card. The resource teacher reviews the card with him and buys him a pop if he has ten dots. Periodically, the teacher checks with the other students to verify his recording of points.</p>	The desired behaviors must be taught using other procedures. Young children may not respond well to self-management interventions.
17. Shaping	Developing new behaviors through the use of systematic reinforcement of successive approximations of the behavioral objective.	<p>P» Sharon is learning to request her favorite toy. She is first taught the sign which the teacher pairs with the word. If Sharon makes the sign for baby, she receives the doll. Next, she has to make a "b" sound to get the doll. Shaping continues until she says "Baby" to receive the doll.</p> <p>E» Jackie always sits by herself at lunch and does not interact with her fifth grade peers. She is first reinforced for sitting at the table where other peers are, then for sitting next to a peer and, finally, for engaging in conversation with a peer.</p> <p>S» In order to get Kevin to remain in his seat in his high school resource class, he is first regularly reinforced for entering the classroom, then for being near his desk, then for touching his chair, and finally, for being correctly seated in his chair.</p>	
18. Social Skills Training	Individual or group instruction designed to teach appropriate interaction with adults and peers.	<p>P» Johnny often grabs toys from other children and makes them cry. He is given individual instruction and simple role-play situations on taking turns and playing cooperatively with others.</p> <p>E» Sarah's teacher reports that she makes frequent rude remarks to other students and this makes the other students dislike her. Sarah has small group instruction by the school counselor on effective communication and making friends.</p> <p>S» Matt is experiencing problems with depression and anxiety since moving to a new school. He feels isolated and hasn't made any new friends. He is included in a small group run by the school psychologist that teaches skills for making friends, including initiating and sustaining conversations.</p>	Modeling and practice of social skills to mastery is highly important. Teachers should take the time to teach them and review them until students can perform them consistently and independently. With school-age students, use of examples and non-examples of appropriate social skills clarifies the desired behavior.



Procedure	Definition	EXAMPLES P» Preschool E» Elementary S» Secondary	Reminders & Potential Undesirable Side Effects
19. Stimulus Cueing	Use of a random auditory or visual cue to prompt appropriate behavior.	<p>P» Jean often looks around the room instead of paying attention to the story during circle time. A beeper tape with random beeps at 30 second to 1 minute intervals is played during story time to remind her to attend to the story.</p> <p>E» Colby seems to be constantly out of his seat. His teacher begins using a timer set randomly from one- to five-minute intervals during seat-work time. The goal is for everyone to be in his or her seat when the timer rings.</p> <p>S» Christopher is having trouble staying on task during class. When the teacher makes the statement, “Check what you’re doing right now and mark your card if you’re on task,” he adds a point to his card. At the end of the hour, he is reinforced for having five or more points.</p>	A beeper tape with a tone at random intervals is an example.
20. Structured Non-instructional Periods, Including Recess	A systematic intervention program for a student who requires a high level of structure during non-instructional periods.	<p>P» The preschool teacher notices that most of Johnny’s conflicts with other children occur during free play. She decides that instead of free play, she will have Johnny pick between two activities.</p> <p>E» The other students are constantly complaining that Alex interrupts and interferes with their games at recess. A classroom aide teaches Alex the rules for kick ball. The classroom aide then goes to recess with Alex and prompts him to join the game. The aide monitors his play and interaction with other students. Alex is rewarded for playing by the rules and for getting along with the other children.</p> <p>S» Jacob purchases a candy bar and soda from the vending machine every day at lunch time, eats them quickly and then goes from table to table in the lunch room touching other people’s food and bullying weaker students. The counselor teaches a group of students including Jacob a game to play after they finish eating. Each time Jacob shows up at the specified meeting place and plays appropriately, he is reinforced.</p>	Students are taught specific game rules, as well as appropriate hall, lunchroom, bathroom, and playground behavior. Then they are reinforced for appropriate behavior during these activities.

Procedure	Definition	EXAMPLES P» Preschool E» Elementary S» Secondary	Reminders & Potential Undesirable Side Effects
21. Teaching Interaction	A short social skills teaching sequence: expression of affection, initial praise, description of inappropriate behavior, description of appropriate behavior, rationale, acknowledgment, practice, feedback, consequences, general praise.	<p>P» When the teacher observes Susie grabbing a doll from Natalie, the teacher takes Susie aside and tells Susie how much she enjoys having her in the class. She rehearses with Susie how to ask Natalie if she can play with the doll. The teacher tells Susie what a good job she did and then sends her back to play.</p> <p>E» Russell was teasing Jane about her new haircut. The teacher asks Russell to stay in and help her pass out art supplies at recess. During recess, she congratulates Russell accomplishing his reading goal. She then describes how she saw him teasing Jane and how that can really hurt somebody's feelings. She asks Russell to apologize to Jane and give her two compliments during the day. He promises to do that. The teacher pats him on the back and says she is proud of him.</p> <p>S» Terri is a student in a self-contained classroom. When Ben is chosen as Student of the Week, she throws her books on the floor and starts to cry. The teacher takes her aside and tells Terri how well she is doing and reminds her that she was chosen as Student of the Week just two weeks ago. They practice how to congratulate Ben. Terry then goes over to Ben and says, "Good job!" Terry looks at the teacher, who smiles at her.</p>	
22. Token Economy	A system of individual reinforcement of appropriate/replacement behavior in which tokens are given (chips, check marks, paper money) and exchanged later for back-up reinforcers.	<p>P» Elena forgets to wipe her saliva off her chin. The teacher shows her how to keep her chin dry. Then she gives her one piece of a three-piece non-interlocking puzzle each time she wipes. When the puzzle is complete, Elena gets five minutes of computer time.</p> <p>E» Phyllis earns a point for being in her seat when the bell rings, for each assignment completed on time, and for appropriate behavior at recess. At the end of the day, the points are exchanged for backup rewards which Phyllis has pre-selected.</p> <p>S» Jordan does not turn in his English homework and is failing the class. Jordan and his parents agree to a token economy system where he earns one chip for every assignment turned in. Jordan then pays his parents one chip per day for phone privileges.</p>	Token reinforcement can be used for behavior that the student knows how to do. Successive approximations of behavior to be established may also be reinforced. Token systems may not deprive students of constitutionally guaranteed rights. Token systems involve delay of giving or delivering reward, which can result in decreased responding if the delay is too long. Inappropriate lengths of delay may become punishing. Guard against token theft and counterfeiting by students.

Level IB Positive Intervention Procedures

Procedure	Definition	EXAMPLES P» Preschool E» Elementary S» Secondary	Reminders & Potential Undesirable Side Effects
23. Tracking	Monitoring of a student's academic and/or behavioral performance with regular feedback.	<p>P» Jane is new in the preschool class. She whines and cries several times each morning. She is put on a tracking program where she gets to put a smiley face or a "frowny" face on a chart at the end of each block of time if she doesn't whine or cry. She receives a piece of fruity cereal for each smiley face she earns.</p> <p>E» Russell is moving from one seat to another on the bus. He now has a tracking sheet to monitor this behavior. The bus driver signs his tracking sheet at the end of each ride when he stays in his seat. Russell is rewarded every morning by the resource teacher if he has two signatures on his sheet.</p> <p>S» Bret, a middle school student, is required to have each teacher in his schedule rate his work completion each day. He turns the tracking sheet back in to his resource teacher at the end of the day and is reinforced for five or more high ratings.</p>	Public posting violates confidentiality, as per the Utah Family Education Rights and Privacy Act. Be sure to follow district policies.

VII.C. Level II - Mildly Intrusive Contingent Procedures

Procedure	Signed Parental Consent Required	Behavior Expert Required on IEP Team
1. Administrative Intervention	No	No
2. Detention, Before and After School 	Staff Discretion	No
3. Detention, Lunch 	Staff Discretion	No
4. Extinction*	No	No
5. Food Delay*	Yes	No
6. In-School Suspension (ISS)	Yes	No
7. Over-Correction a. Restitutional Over-Correction b. Positive Practice Over-Correction* c. Neutral Practice Over-Correction/Contingent Exercise* d. Full Cleanliness Training*	Staff Discretion Staff Discretion Yes Yes	No No No No
8. Required Relaxation	Staff Discretion	No
9. Response Cost*	Staff Discretion	No
10. Startle	Staff Discretion	No
11. Time Out, Exclusionary	Staff Discretion	No
12. Time Out, Inter-Class	Staff Discretion	No
13. Time Out, Non-Seclusionary	Staff Discretion	No
14. Verbal Reprimand	Staff Discretion	No
15. Work Detail	Staff Discretion	No

***Caution must be exercised when using these procedures.**

 *Notify parent by phone or other method when student is detained, and document time and date of contact.*

Positive behavioral supports and effective educational practices should be in place throughout the educational program and across settings, even when more intrusive procedures are selected by IEP teams to change a specific problem behavior.

Level IB Positive Intervention Procedures

Procedure	Definition	EXAMPLES P» Preschool E» Elementary S» Secondary	Reminders & Potential Undesirable Side Effects
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1. Administrative Intervention	Interaction between student and designated building administrator regarding problem behavior, including procedures for de-escalating disruptive behavior, obtaining and maintaining instructional control, teaching alternative behaviors, and preparing student for classroom re-entry.	<p>P» Not appropriate.</p> <p>E» Brittany swears and uses other inappropriate language in the classroom. The principal and teacher decide that each time this occurs, she will go to the principal's office. There Brittany is given five minutes to calm down, and then the principal discusses the problem with her, including appropriate alternative behaviors. Finally the principal accompanies Brittany back to her classroom where she apologizes to the class, sits down and starts to work.</p> <p>S» Two boys are caught engaged in a fistfight in the hallway. They are both escorted to the vice principal, who speaks to the students and evaluates the situation to determine the appropriate consequences.</p>	<p>Often used in conjunction with in-school suspension (ISS). Often includes steps in "Teaching Interaction," Level I(21).</p> <p>Administrative intervention should be used for a limited number of extreme behaviors. Classroom behaviors must be managed by the teacher to achieve behavior change in context.</p>
2. Detention, Before and After School	A school-based intervention whereby a student reports to a supervised study hall for an assigned period of time (usually thirty minutes to two hours) before or after the normal school day.	<p>P» Not appropriate.</p> <p>E» Chris, who is in sixth grade, is assigned one hour of after-school detention for fighting with another student. During detention, each child sits at a study carrel and works on homework. If the child does not bring any homework, the detention supervisor has worksheets appropriate for each grade level.</p> <p>S» Lorie is failing her history class because of not turning in assignments, according to her mid-term progress report. She is required to attend study hall after school for one hour per week. At the end of the term, she has improved her grade by turning in more of her assignments.</p>	<p>To be effective, the detention must occur in a non-reinforcing environment.</p> <p>The amount of time for detention should reflect the seriousness of the problem and the age of the student.</p> <p>Notify parent or guardian of a student prior to holding the student after school on a particular day. (UCA 53A-3-415)</p>

Level III Moderately Intrusive Intervention Procedures

Procedure	Definition	EXAMPLES P+ Preschool E+ Elementary S+ Secondary	Reminders & Potential Undesirable Side Effects
3. Detention, Lunch	Similar to before- and after-school detention, except that the time assigned is during the student's lunch period.	<p>P» Scottie, a four-year-old, threw toys at a classmate. The class is going outside for a picnic snack. Scottie must remain in the room, with supervision, to eat his snack.</p> <p>E» When Eric calls his second grade classmate names, he has to eat lunch in the classroom with the teacher and has to miss five minutes of his lunch recess.</p> <p>S» Amber dumps the basket of homework papers onto the floor, so she is required to have her lunch and remain in the classroom for the entire lunch period.</p>	<p>Lunch detention is usually conducted in a isolated, quiet location, while still providing the student with the opportunity to eat his/her hot or cold lunch. To be effective, the detention must occur in a non-reinforcing environment, with no reinforcement from the adult supervisor.</p> <p>Parental notification required!</p>
4. Extinction	Non-reinforcement of a previously reinforced behavior.	<p>P» Sue often cries to get attention at preschool. Her teacher stops giving her attention when she cries. At first Sue cries harder and longer. The teacher still ignores her. As the behavior is not being reinforced, the crying gradually tapers off. Sue periodically reverts back to crying to see if the teacher has "changed the rules." As the teacher ignores it consistently, the crying disappears completely.</p> <p>E» Mike continually puts his hands in his pants. He receives attention from the teacher and the aide when they ask him to take his hands out of his pants. The teacher and aide begin to compliment Mike when he is sitting appropriately and do not attend to him when his hands are in his pants.</p> <p>S» Barbara is a high school student who makes inappropriate remarks to her teacher. The teacher decides to withdraw his attention when Barbara makes inappropriate remarks by breaking eye contact, making no facial expression, and walking away. When Barbara is appropriate in her remarks to the teacher, he responds briefly and redirects her attention back to the classroom activity.</p>	<p>Extinction is not appropriate when the behavior is dangerous to the student or others. In such an instance, extinction should be combined with other LRBI procedures. Extinction is a technical procedure that requires staff training.</p> <p>Because an inappropriate behavior is ignored or not reinforced, there may be a dramatic increase or burst of the inappropriate behavior.</p>
5. Food Delay	Delay of food	P» When Rachel does raspberries during a table	Students cannot be completely denied

Level III Moderately Intrusive Intervention Procedures

Procedure	Definition	EXAMPLES P+ Preschool E+ Elementary S+ Secondary	Reminders & Potential Undesirable Side Effects
	for a specified period of time, contingent on inappropriate behavior.	<p>top activity, her teacher says, “Rachel, please stop making those sounds.” When Rachel continues, the teacher says, “Rachel, don’t make those sounds at the table. You will have to wait for your snack.” The teacher then delays her snack for three minutes.</p> <p>E» Irene is very slow at clearing her desk before lunch time, although she is generally compliant. Mrs. Douglas usually has the class wait for her to finish, making the group late for lunch. Irene is told that if she is not ready to go, she must remain in the classroom for 10 minutes to finish cleaning up. Then she is dismissed to join her class in the lunch room. On the days when she is ready on time, she is praised and goes to the lunch room with her classmates.</p> <p>S» Josh is a high school junior who is continually late for fourth period, which is right before lunch. Each time he is late, his teacher makes him wait for fifteen minutes once the lunch bell rings before he is excused.</p>	<p>a meal (e.g., lunch). Usually a delay is about fifteen minutes or half of the allotted lunch period. Delay should never be more than two hours. Check with parents regarding medical considerations related to food delay. Signed parental permission is recommended.</p> <p>If food is delayed too long, the student may increase the misbehavior.</p>
6. In-School Suspension (ISS)	Removal of a student from the classroom to a non-reinforcing supervised setting inside the school where the student works on assignments.	<p>P» Not appropriate.</p> <p>E» All morning Erik is in an irritable mood and responds to his fifth grade teacher’s directions with vulgarity. The instructor sends Erik to ISS with the day’s assignments. The ISS supervisor reviews the in-house rules with Erik, then assigns him a desk facing the wall, where he remains for the rest of the day.</p> <p>S» Shauna comes to her ninth grade science class without the required supplies for the third time this week. Ms. Kopinski fills out an ISS request form and sends it with Shauna to the office. The school administrator approves the request, contacts Shauna’s parents, and notifies her class instructors. Her instructors send assignments for two days to the ISS supervisor. Shauna reports to ISS.</p>	<p>In-school suspension is ineffective if avoiding scheduled classes is more reinforcing than participation. If ISS is an effective intervention, the inappropriate behavior should be decreasing. A pattern of ISS can become a change of placement (see Rule V.C). Services specified in the IEP must be provided, or the day counts as an out-of-school suspension.</p> <p>Teachers should not overuse this intervention; use Preliminary Strategies and Level I interventions before and in conjunction with this procedure.</p>
7. Over-Correction	Performing an appropriate behavior intensely or repeatedly after the occurrence of an inappropriate behavior.		For all over-correction procedures, forceful physical guidance is not permitted.
7. (a) Restitutional	Restoration of the environment	P» Pedro eats play dough at preschool. He is required to clean out his mouth and pick up paper	Restoring the environment must be possible with reasonable time and

Level IIIB Moderately Intrusive Intervention Procedures

Procedure	Definition	EXAMPLES P+ Preschool E+ Elementary S+ Secondary	Reminders & Potential Undesirable Side Effects
Over-Correction	to better than its original condition.	bits from the rug. E» Fred spits on the desk. He is required to clean the desk he soiled, plus three others. S» Jeff writes inappropriate names on some lockers at school. The principal has Jeff clean the lockers he defaced as well as all the lockers in the Senior Hall.	effort.
7. (b) Positive Practice Over-Correction	Intense practice of an appropriate behavior for a specified number of repetitions or a specified period of time.	P» On the playground, four-year-old Trevor runs up the slide and steps on the fingers of two other preschoolers. The recess aide then requires Trevor to turn around and go down the slide properly three times. E» Sylvia runs down the hall. The teacher then requires her to walk down the hall appropriately three times. S» Jennifer throws a softball and hits other students during tenth grade P.E. She is told to throw the ball back and forth appropriately with another student for five minutes.	Positive practice may involve motor tasks or academic tasks. However, assigning large amounts of writing or math is not an appropriate over-correction procedure.
7. (c) Neutral Practice Over-Correction/Contingent Exercise	Repetition of an action that is neither restitutorial nor related to the desired behavior.	P» While washing his hands in preschool class, Ryan throws water on his classmates. The teacher has Ryan do the stand-up, sit-down exercise ten times. E» Every time Tony neglects to come in from recess at the appropriate time, he is required to do 15 sit-ups. S» In P.E. class, Lee is required to run five laps around the gym every time she uses profanity.	This often takes the form of contingent exercise. Neutral practice must never be implemented to the point that it causes physical harm or pain. Be aware of medical considerations for a specific student. A student may resist being touched or struggle when guided through this procedure.
7. (d) Full Cleanliness Training	Excessive cleaning as a result of wetting	P» Jill is four and a half years old and has just soiled her underpants. She is required to wash out the underclothing in clean water for three minutes.	Cleanup activity must be long enough to be uncomfortable but not harmful.

Level IIIB Moderately Intrusive Intervention Procedures

Procedure	Definition	EXAMPLES P+ Preschool E+ Elementary S+ Secondary	Reminders & Potential Undesirable Side Effects
	or soiling, used commonly in toilet training or in cases of feces smearing.	Then she is required to assist in cleaning and changing herself. E» Stanley smeared feces on the wall of the toilet stall. His teacher requires him to clean the walls thoroughly with soap and then to clean himself. S» Arnold has soiled his underpants. He is required to wash out the underclothing in clean water for five minutes. Then he is required to bathe, shower or otherwise clean himself and properly take care of the soiled clothing.	
8. Required Relaxation	Spending a fixed period of time in relaxation following each occurrence of an upsetting behavior.	P» Julian occasionally has angry outbursts. When this occurs, an aide takes him to a quiet corner and they practice breathing slowly for four minutes. E» Nancy, who acts out by hitting other children, learns to identify when she is feeling frustrated. She is taught two relaxation techniques. When she lets the classroom teacher know she is frustrated, she is excused from the room to a designated place for a 10-minute period of relaxation. S» Alice periodically has panic attacks. She learns a progressive muscle relaxation technique that effectively calms her. When Alice feels highly agitated, she goes into the nurse's room and practices relaxation for fifteen minutes.	Teach relaxation techniques to the student under non-stressful circumstances. A student may resist being touched or struggle when guided through this procedure. If forceful physical guidance is needed to get the student to comply, this becomes the Level III (#1) procedure. The period is never more than one hour. No talking, eating, listening to radios, or playing with objects is permitted.
9. Response Cost	Contingent withdrawal of a specific amount of available reinforcers following an inappropriate response.	P» If Cathy finishes the table time activity without kicking the table, she gets a large ball of play dough. Each time she kicks the table, a portion of the play dough is removed. When the activity is completed, she gets to play with the remaining dough. E» Steve is awarded ten points at the start of recess. Each time he breaks one of the playground rules, he loses a point. At the end of the recess period, Steve may bank all the points he has retained and exchange them after the last recess of the day for items listed on a menu of reinforcers. S» Bart's preferred activity is computer time. He starts each class with ten minutes of computer time to use at the end of the period. Each time he spits on the floor, he loses one minute of his computer time.	Response cost must be less than the total amount or number of reinforcers available (i.e., never go in the hole). All students have civil rights to water, food, clothes and use of the bathroom which cannot be withheld. Taking away a highly prized reinforcer or privilege can lead to aggression directed at the teacher, other students, or property. A student may cry, whine, or pout when reinforcement is withdrawn.
10. Startle	Use of a sudden and loud verbal statement or physical action	P» Sally often picks her nose absentmindedly. Whenever this behavior is observed, Mrs. Miller loudly says, "Sally, no!" to make Sally aware of what she is doing.	This procedure may be viewed as abusive by an uninformed observer. Use judiciously as these techniques interrupt instruction for the entire class.

Level IIIB Moderately Intrusive Intervention Procedures

Procedure	Definition	EXAMPLES P+ Preschool E+ Elementary S+ Secondary	Reminders & Potential Undesirable Side Effects
	to gain student's attention.	<p>E» Mrs. Gomez slaps Tommy's desk with her open hand loudly when he is off task.</p> <p>S» When he sees Heather daydreaming and gazing out the window, Mr. Eisen moves in closer to her desk and claps his hands sharply once. This calls her back to the present task.</p>	class.
11. Time Out, Exclusionary	Removal of student from a reinforcing setting into a setting with a lower reinforcing value, <i>but not a time-out room.</i>	<p>P» Torie continually bothers her classmates while sitting on the mat during story time. She is put in a chair away from the group for three minutes. During this time, she cannot see the storybook pictures as well as before.</p> <p>E» Joey is giggling constantly in his second grade reading group. As a result, his chair is turned around, facing away from the group, for five minutes. The teacher continues to reinforce the other group members for appropriate attending behavior.</p> <p>S» Jake belittles other students' comments during a small discussion group in Health. He is removed from the group and seated near the teacher for a five- minute period.</p>	Time out is used for a relatively short amount of time based on the age of the student, and is not effective unless the classroom is positively reinforcing. Time out must not be humiliating to the student. Inappropriate examples would be standing in a corner, nose on wall, and dunce caps.
12. Time Out, Inter-Class	Removal of student from a reinforcing setting into another classroom with a lower reinforcing value.	<p>P» Not appropriate.</p> <p>E» When Jan keeps teasing her fourth grade peers, she is escorted to a first grade classroom, where she sits for ten minutes.</p> <p>S» May not be as effective for this age group.</p>	Effective practice is to place student two or more grade levels away from his or her own. This procedure requires making arrangements with the other teacher in advance. Where the student sits in the other classroom is important. The student's response to the other classroom must be monitored. The student remains in the other room for a specified period of time, not until a particular assignment is completed.
13. Time Out, Non-Seclusionary	Removal of student from reinforcing activities in the instructional setting for a	<p>P» Jordy's truck is taken away after he repeatedly runs it over the fingers of his playmates. The truck is placed on the shelf and the timer is set for four minutes.</p> <p>E» While the other third grade students continue to work on their writing, Sam is</p>	Forceful physical guidance is not permitted (e.g., forcing a student's head onto the desk). For the intervention to be effective, the student must be timed out from a reinforcing activity and/or from

Level IIIB Moderately Intrusive Intervention Procedures

Procedure	Definition	EXAMPLES P+ Preschool E+ Elementary S+ Secondary	Reminders & Potential Undesirable Side Effects
	setting for a specified period of time.	earn points toward a Friday activity, Sam's opportunity for reinforcement is removed for five minutes when he shouts out in class. S» Glen is removed from the P.E. soccer game for sixteen minutes after yelling obscenities at the goalie. He has to watch from the sidelines.	reinforcement during an activity.
14. Verbal Reprimand	A stern verbal statement or direction to gain attention and/or interrupt student behavior.	P» At the sensory table, Steven flips rice around the classroom with the shovel. Mrs. Delano says, "Steven, stop!" E» Ben is talking during seat-work time. Mrs. Yates stands three feet from his desk and makes eye contact with him. In a firm voice she then says, "Ben, back to work!" S» Susan is tapping her pencil on her desk while reading the geography chapter. Mrs. Newell says, "Susan, stop tapping your pencil!"	This may be reinforcing and should be used sparingly. Use judiciously as these techniques interrupt instruction for the entire class. This does not mean yelling at a student.
15. Work Detail	As a consequence of relatively serious misconduct, assigning a specific task of labor or engagement in a task for a specified period of time, under the appropriate supervision of a school staff member.	P» Not appropriate. E» Geoff, a fifth grader, sprays urine around the walls in the boys' restroom. He is assigned to pick up all the litter from the playground and to empty all classroom wastebaskets in the building for two days. S» Bart swears at this teacher and, as a consequence, he is assigned the task of washing all the lunchroom tabletops.	Note that the work detail is not related to the inappropriate behavior. Do not run afoul of child labor laws. Students should not be assigned to tasks such as cleaning toilets, using dangerous equipment, or others which carry risks of injury or disease.

VI. D. Level III - Moderately Intrusive Contingent Procedures

Procedure	Signed Parental Consent Required	Behavior Expert Required on IEP Team
1. Forceful Physical Guidance	Yes	Yes
2. Inhibiting Devices	Yes	Yes
3. Negative Practice Over-Correction	Yes	Yes
4. Satiation	Yes	Yes
5. Time Out, Seclusionary	Yes	Yes
6. Visual Screen	Yes	Yes

These procedures are most often used with seriously aggressive or injurious behaviors to self or others and are not appropriate for consequating minor behavior problems.

GENERAL CAUTION: Use of any Level III or IV intervention may result in withdrawal, aggression, crying, whining, or pouting, if the staff member implementing the procedure does not provide a high density of positive reinforcement for appropriate behavior throughout the day. *Any Level III or IV procedure may be construed as abusive by an uninformed observer.*

Keep written documentation of the use of these intrusive procedures.

Positive behavioral supports and effective educational practices should be in place throughout the educational program and across settings, even when more intrusive procedures are selected by IEP teams to change a specific problem behavior

Level IIIB Moderately Intrusive Intervention Procedures

Procedure	Definition	EXAMPLES P+ Preschool E+ Elementary S+ Secondary	Reminders & Potential Undesirable Side Effects
1. Forceful Physical Guidance	Physically guiding a student through the proper motions to complete a required task in response to mild or moderate resistance on the part of the student.	<p>P» Ezra grabs the tinker toys that another child is playing with. He does not respond to verbal prompts to return the toys. He is manually guided to return the toys with hand-over-hand actions.</p> <p>E» Jeff throws a chair at another student and is assigned to the time out room. When he refuses to go and begins kicking the teacher, he is manually guided through use of Mandt techniques. As Jeff becomes calmer, the physical guidance is faded and he goes to time out.</p> <p>S» Saul, a thirteen-year-old, attempts to leave the school building during class time. He does not respond to the teacher's request to return to his room. He is physically guided to turn back toward the school and walked back to his classroom. As Saul becomes less resistant, hands are removed from his shoulders and one hand is placed on his back. Once he begins to fully cooperate, the physical guidance is withdrawn.</p>	The guidance used is always the least needed to accomplish the task, and is faded out as quickly as possible. This procedure must be used with minimal force so that injury does not occur. Think before using this intervention with large students. Some students may vigorously resist being touched when forced through this procedure.
2. Inhibiting Devices	Devices that prevent a behavior, but don't restrain student.	<p>P» Griffin, a four-year-old preschooler, frequently engages in self-injurious behaviors such as hitting or poking at his eyes. He is required to wear acrylic safety goggles.</p> <p>E» Jose chews on his fingertips to the point of drawing blood. The teacher puts clean white gloves on his hands each day.</p> <p>S» Kalisi, a fourteen-year-old, is unable to attend to the lectures in his art class because he focuses on pulling out his hair. He is required to wear a baseball cap during class time.</p>	These devices must never be used as an alternative to programming aimed at reducing the inappropriate behavior. An inhibiting device may be freely removed by the student at any time. Watch for possible skin irritation.
3. Negative Practice Over-Correction	Requiring the student to engage in the inappropriate response over and over again, for an extended period of time.	<p>P» At snack time, Dominik throws a small wooden block across the room. He is required to throw the block over and over in a designated safe place for five minutes.</p> <p>E» Margie constantly tears up her work papers. She is required to tear up ten papers into tiny pieces.</p> <p>S» Kelsey repeatedly makes an obnoxious sound using her hand and her armpit. After class, she is required to repeat this action continuously for five minutes.</p>	Use caution when considering this procedure for potentially dangerous behavior. Practicing the behavior may reinforce the student.

Level IIIB Moderately Intrusive Intervention Procedures

Procedure	Definition	EXAMPLES P+ Preschool E+ Elementary S+ Secondary	Reminders & Potential Undesirable Side Effects
4. Satiation	Administering a large amount (i.e., frequency or number) of a reinforcer so that it loses its effectiveness.	<p>P» During free play time, Austin hoards the toy cars and refuses to share. He is given more and more toy cars until he can no longer manage to keep them all within his proximity, and eventually he begins to push the cars away.</p> <p>E» Marianne comes into the classroom early every day, takes pencils from the desks of the other children, and hides them in her pencil box. The teacher starts to give her 20-30 pencils every day until she can no longer fit them in her box. Marianne stops taking pencils from the other children and starts putting the excess pencils on the teacher's desk.</p> <p>S» Lisa feels compelled to possess the P.E. towels. She constantly steals towels and hoards them. The teacher starts giving her so many towels that her locker is filled and she starts giving the towels back, instead of taking them.</p>	<p>If satiation is used with food, it must not be used to the extent that the student becomes physically ill. Satiation is often confused with negative practice over-correction. Negative practice over-correction involves requiring the student to repeat the inappropriate behavior over and over again, for an extended period of time. That is not a true satiation procedure.</p> <p>Students may become sick or nauseated with some edible substances.</p>
5. Time Out, Seclusionary	Denying student access to reinforcement by removing the student from the instructional setting and placing him/her in a room designed for total social isolation for a relatively short, specified period of time. Sometimes a "time out room" is used for this intervention.	<p>P» Four-year-old Krissy becomes angry when told to keep her paint on her own paper and begins biting the peer sitting next to her. The teacher says, "No biting. Time out." Krissy is then placed in the time out room for four minutes, where she is observed.</p> <p>E» John physically attacks another student. The teacher says, "John, you have to go to the time out room for eight minutes. I'll let you out if you are quiet when the timer goes off." The teacher then escorts John into the time out room, a well-lighted but boring room with an observation window.</p> <p>S» Nate becomes angry when the gym teacher calls a foul during a basketball game. He throws the ball at another student's face and begins to swing at other students. The gym teacher escorts him to an empty, safe, and well-lighted room. Nate remains in the time out room for fifteen minutes and is released if he is calm at the end of that period.</p> <p>This procedure requires extensive staff training. A training module is available from the Utah State Office of Education, Special Education Section.</p>	<p>If the problem behavior increases rather than decreases, it could be (1) an extinction burst, (2) the student may prefer time out to the instructional setting, or (3) staff may be using time out inconsistently. Effective time out must be a period of time without reinforcement. If the misbehavior continues at the end of the prescribed time, the time may be extended until the student complies, up to 55 minutes. If a time out period exceeds 55 minutes, it is considered an emergency intervention. (See "Process for Implementation of Emergency Procedures," Section IV.) Since seclusionary time out has received a great deal of media attention, parent education and consent are highly important. A student may become aggressive or injure himself/herself or school personnel when escorted to a time out room.</p>

Level IIIB Moderately Intrusive Intervention Procedures

Procedure	Definition	EXAMPLES P+ Preschool E+ Elementary S+ Secondary	Reminders & Potential Undesirable Side Effects
6. Visual Screen	Placement of an eye covering over a student's eyes for a short period of time, to eliminate reinforcing visual stimuli.	<p>P» Candi looks out the side window of the bus/van that transports her to school. She becomes overstimulated by the scenes quickly passing by and becomes overly excited, bouncing up and down, flailing her arms and hitting the other children near her. The aide briefly places a cloth covering over her eyes.</p> <p>E» Babette becomes agitated when watching the other children and runs around the room, bumping into other students and furniture. The teacher places a loose head band over her eyes for 30 seconds to allow her to calm down. Then she sits back down in her seat.</p> <p>S» During class, Mariko stares at the vertical blinds and rapidly moves her eyes back and forth in an attempt to induce seizures. When this behavior is observed, a loose eye covering is placed over her eyes for a short period of time.</p>	<p>Inservice training is required before implementing this intervention.</p> <p>The covering must not be too tight. Particular attention must be paid to be sure that the student's breathing is not impaired. Breathing may be blocked if screen covers nose.</p> <p>Student may become aggressive if attempts by the student to remove the screen are blocked.</p>

VI.E. Level IV-Highly Intrusive Contingent Procedures

Procedure	Signed Parental Consent Required	Behavior Expert Required on IEP Team
1. Contingent Intrusive Substances and Stimuli	Yes	Yes
a. Taste Aversion	Yes	Yes
b. Aromatics	Yes	Yes
c. Water Mist	Yes	Yes
2. Enforced Relaxation	Yes	Yes
3. Manual Restraint	Yes	Yes
4. Mechanical Harness (for Bus)	Yes	Yes
5. Mechanical Restraint	Yes	Yes

These procedures are most often used with seriously aggressive or injurious behaviors to self or others and are not appropriate for consequence minor behavior problems.

GENERAL CAUTION: Use of any Level III or IV intervention may result in withdrawal, aggression, crying, whining, or pouting, if the staff member implementing the procedure does not provide a high density of positive reinforcement for appropriate behavior throughout the day. *Any Level III or IV procedure may be construed as abusive by an uninformed observer.*

Keep written documentation of the use of these intrusive procedures.

Positive behavioral supports and effective educational practices should be in place throughout the educational program and across settings, even when more intrusive procedures are selected by IEP teams to change a specific problem behavior.

Level IV-Description of Highly Intrusive Contingent Procedures

Procedure	Definition	EXAMPLES P» Preschool E» Elementary S» Secondary	Reminders & Potential Undesirable Side Effects
1. Contingent Intrusive Substances and Stimuli	Presentation of an aversive, intrusive consequence immediately following the occurrence of a serious inappropriate behavior.		Always pair the intrusive substance or stimulus with a verbal reprimand, such as “No!”
1. (a) Taste Aversion	The use of a substance with an unpleasant taste immediately following a serious inappropriate behavior.	<p>P» Tommy is easily over stimulated by noise or activity in the classroom and frustrated by minor changes in his daily routine. He is biting other children and staff several times a day. Previous interventions, including positive reinforcement for appropriate behavior, a visual screen, and enforced relaxation were tried unsuccessfully. The IEP team decides to use a spray of a mixture of lemon juice and water into Tommy’s mouth each time he bites or attempts to bite someone else. His biting begins to decrease.</p> <p>E» Mary has a habit of regurgitating food, resulting in severe weight loss. No medical cause for her problem is found. The IEP team decides that a solution of mouthwash will be used contingently each time Mary brings up food. The mouthwash solution is sprayed into Mary’s mouth each time she begins to gag. The regurgitation behavior gradually disappears.</p> <p>S» Dean is a tenth grader who chews on the knuckles of his right hand whenever he is frustrated or angry. This behavior is breaking down the skin on his hand. The IEP team has tried lower level interventions without success. The team decides to spray an alum solution in Dean’s mouth each time he begins to chew his hand. The chewing behavior decreases.</p>	<p>Behavior that necessitates the frequent use of an intervention may not be appropriate for taste treatment, due to the known and unknown side effects of continually ingesting these substances.</p> <p>If the parents report any possible medical considerations, such as allergies, in the use of these substances, the team may want to consult with a physician.</p> <p>Aggression, erosion of enamel on teeth (e.g., vinegar, lemon juice, weak citric acid), burns (e.g., pepper water), and toxic reaction to some substances are potential side effects.</p> <p>Extreme caution should be used to avoid the risk of injuring the student or the staff implementing Level IV interventions. For this reason, this intervention is not always appropriate for secondary students.</p>

Level IV-Description of Highly Intrusive Contingent Procedures

Procedure	Definition	EXAMPLES P» Preschool E» Elementary S» Secondary	Reminders & Potential Undesirable Side Effects
1. (b) Aromatics	The use of a noxious odor under student's nose immediately following a serious inappropriate behavior.	<p>P» When frustrated by other children, staff, or task demands, Billy spits in other people's faces. The IEP team determines that this may be a significant health concern to other children and staff. Previous less intrusive interventions have met with very little success. Billy's IEP team decides to implement an intervention where a cotton ball soaked in vinegar is placed under his nose each time he spits on another person. Billy's spitting begins to decrease.</p> <p>E» Theo pulls his hair from his head. The problem escalates to the point that Theo has numerous bald spots on his head. Positive reinforcement and an over-correction procedure have been tried unsuccessfully. The IEP team decides to place a container of crushed garlic under Theo's nose each time he pulls his hair. Theo's hair pulling decreases.</p> <p>S» Annie engages in self-injurious behavior, including biting and hitting her eyes, ears, and nose. Because of the amount of force involved, she is currently at risk for losing her eyesight and irreparable structural facial damage. Less intrusive interventions have met with no success. She has never been aggressive toward others, so the IEP team decides to implement a procedure where a broken ammonia ampule in an empty film container is opened under her nose briefly each time she begins to engage in any self-injurious behavior. Her behavior decreases.</p>	<p>The use of aromatics for behaviors with high frequencies may not be appropriate due to the unknown side effects of continually breathing them.</p> <p>If the parents report any possible medical considerations, such as allergies, in the use of these substances, the team may want to consult with a physician.</p> <p>Aggression, respiratory problems, and toxic reaction to some substances are potential side effects.</p> <p>Consider the size and strength of some secondary students before using Level IV interventions. Extreme caution should be used to avoid the risk of injuring the student or staff implementing the intervention. For this reason, this intervention is not always appropriate for secondary students.</p> <p>Examples of aromatic substances are ammonia, vinegar, garlic, and Limburger cheese.</p>

Level IV-Description of Highly Intrusive Contingent Procedures

Procedure	Definition	EXAMPLES P» Preschool E» Elementary S» Secondary	Reminders & Potential Undesirable Side Effects
1. (c) Water Mist	A spray of water mist to the student's face immediately following a serious inappropriate behavior.	<p>P» Benny frequently pinches other students and adults, causing bruising or breakage of the skin. Previous interventions have met with little success. The IEP team decides to implement a procedure where Benny is sprayed with a brief water mist each time he pinches. The frequency of his pinching dramatically decreases.</p> <p>E» LaToya exhibits dangerous self-injurious behavior, picking at her fingernails until they bleed. The IEP team decides to use a brief spray mist each time she begins to pick at her nails. Her inappropriate behavior decreases.</p> <p>S» Laura lets out an ear-splitting, high-pitched scream a minimum of 50 times per hour each school day. It is determined after a functional assessment that she screams to hear the echoes in the classroom and hallways. After several other unsuccessful interventions, such as differential reinforcement of other behaviors and startle procedures, the IEP team decides to implement a brief water mist for screaming. Laura's screaming behavior decreases.</p>	<p>The spray bottle must be on light mist, with the water at room temperature. Water must contain no additives. The effectiveness of this procedure is the extreme surprise to the student without physical harm.</p> <p><i>This procedure is not appropriate for consequence minor behavior problems such as talk-outs, being off task, etc.</i></p>

Level IV-Description of Highly Intrusive Contingent Procedures

Procedure	Definition	EXAMPLES P» Preschool E» Elementary S» Secondary	Reminders & Potential Undesirable Side Effects
2. Enforced Relaxation	<p>Controlling a student's behavior by physical means while teaching relaxation, until the student regains control.</p>	<p>P» Joey becomes very angry and aggressive with the other children in his classroom when playing, lining up at the door, or participating in cooperative classroom activities that require sharing. Joey has thrown chairs and heavy objects, injuring several children. His IEP team decides to use a procedure of using standardized holds to help him calm down when he becomes frustrated. This intervention also includes teaching him relaxation techniques and reinforcing appropriate behavior. It has been helpful in decreasing his aggressive outbursts.</p> <p>E» Charlotte has a very low tolerance for tasks requiring fine motor manipulation, such as using utensils, coloring with markers, and building with blocks. She has previously learned to cope with these frustrations by screaming and destroying or throwing all materials across the room. Previous less intrusive interventions were not successful in stopping this behavior. The IEP team decides that specially trained staff would use standardized holds to help her calm down, while teaching her relaxation techniques, such as deep breathing. Antecedent control, direct instruction in asking for help, and reinforcement of functional communicative behaviors are also utilized with this procedure.</p> <p>S» Lupine flails and kicks the adults when directed to change from a preferred activity to a less preferred task. The IEP team decides to use enforced relaxation to help her calm down. They also teach her ways to communicate her needs appropriately.</p>	<p>Enforced relaxation consists of use of standardized holds. In order to prevent injury to the student, specialized training must be provided prior to implementation.</p> <p>When the individual is placed in enforced relaxation, document the following in the individual's record:</p> <ul style="list-style-type: none"> a. Duration of restraint. b. Justification for the application of restraint. <p>(See Manual Restraint below.)</p> <p>Consider the size and strength of some secondary students before using Level IV interventions. Extreme caution should be used to avoid the risk of injuring the student or staff while implementing this intervention. For this reason, this intervention is not always appropriate for secondary students.</p>

Level IV-Description of Highly Intrusive Contingent Procedures

Procedure	Definition	EXAMPLES P» Preschool E» Elementary S» Secondary	Reminders & Potential Undesirable Side Effects
3. Manual Restraint	The use of force, always the minimum amount necessary, to hold or restrain a student for very serious inappropriate behavior.	<p>P» Freddie has difficulty managing his frustration with other children. He is extremely sensitive to loud sounds and does not like to be touched, reacting to either stimulus by aggressively attacking (e.g., biting, scratching, and hitting) the nearest person. Less intrusive measures have met with little success. His IEP team decides to use a procedure where specially trained staff manually restrain him until he no longer presents a danger to himself or others. Other interventions such as antecedent control, prompting, and redirection are also used successfully in combination with manual restraint.</p> <p>E» Jackie engages in frequent, repeated head-banging. A functional assessment has indicated that the purpose of this behavior is primarily to express frustration and to avoid certain tasks. The curriculum is examined to ensure that it is developmentally appropriate and motivating for her. Because of the extreme risk of damage from repeated injury, the IEP team decides to implement a procedure where trained staff manually restrain Jackie from banging her head, neutrally redirect her to the activity, and provide positive reinforcement once she is re-engaged. Direct teaching and reinforcement of functional communicative behaviors are also included in the behavior program. These combined interventions decrease her head-banging and increase her ability to appropriately express her need to stop an activity.</p> <p>S» When guided to a group activity, Suzette spits and physically attacks the paraeducator with her fists. The IEP team decides to use manual restraint, paired with signing, to help her learn more appropriate ways to express her needs.</p>	<p>The restraint must continue only as long as the student presents a danger to himself, others, or to property. Manual restraint must be used only after less intrusive methods have been unsuccessfully attempted.</p> <p>This behavior intervention must only be used if the staff has been specially trained in appropriate restraint procedures to prevent injury to the student and staff.</p> <p>Consider the size and strength of some secondary students before using Level IV interventions. Extreme caution should be used to avoid the risk of injuring the student or staff while implementing this intervention. For this reason, this intervention is not always appropriate for secondary students.</p> <p>Manual restraint can be particularly dangerous if the student fights or struggles and if physical contact between school personnel and the student is extensive or frequent documented.</p> <p>The following undesirable side effects may occur: physical limb injury, asphyxiation, death, internal injuries, aspiration, or skeletal injuries.</p>

Level IV-Description of Highly Intrusive Contingent Procedures

Procedure	Definition	EXAMPLES P» Preschool E» Elementary S» Secondary	Reminders & Potential Undesirable Side Effects
4. Mechanical Harness (for Bus)	<p>A mechanical harness or device used during pupil transportation to keep a student from injuring or endangering him/herself or others.</p>	<p>P» William becomes extremely agitated and overstimulated while riding the bus, unfastening his seatbelt and running up and down the aisle. Previous attempts to redirect him back to his seat and reinforcement for remaining seated have been ineffective. His IEP team determines that a mechanical harness is an appropriate intervention to protect him and the other children while riding the bus. He is placed in a restraining vest that is fastened behind the seat throughout the ride. Meanwhile, members of the team continue to work on improving his appropriate bus behavior according to his Behavior Intervention Plan.</p> <p>E» Ginger frequently attacks the bus driver and other students on bus rides to and from school. Less intrusive procedures have been implemented with no success. A harness restraint has been selected by the IEP team as the appropriate intervention. Ginger is placed in a restraining vest which is fastened behind the seat throughout the bus trip. During school hours, the staff continues to work on reducing Ginger's violent outbursts in accordance with her Behavior Intervention Plan.</p> <p>S» George is hanging out the window of the bus, endangering himself and others, and distracting the bus driver's attention from the traffic. The IEP team determines that a mechanical harness is the appropriate intervention to use. As his behavior is brought under control through the use of verbal prompts and food rewards, the use of the harness is faded.</p>	<p>This intervention applies to a harness, vest or other device on the bus required as a safety measure when necessary to keep a student from injuring or endangering him/herself or others.</p> <p>Bus personnel must be properly trained in the use of the harness, including its emergency release.</p> <p>District transportation departments may choose to follow National Highway Traffic Safety Administration recommendations regarding child restraints for all preschool students. These restraints are for general safety, not for dangerous behavior by an individual student.</p>

Level IV-Description of Highly Intrusive Contingent Procedures

Procedure	Definition	EXAMPLES P» Preschool E» Elementary S» Secondary	Reminders & Potential Undesirable Side Effects
5. Mechanical Restraint	<p>Mechanical restraints, other than those prescribed by a physician, therapist, or used as safety procedures for transportation, used only when necessary to keep a student from injuring him/herself or others.</p>	<p>P» Dylan engages in nearly constant self-stimulatory, self-injurious head-banging. Previous less intrusive interventions, including a helmet, have had little effect in decreasing this behavior. His IEP team decides to implement an approved mechanical restraint that will hold his torso in his seat to prevent his head-banging while he is occupied with academic tasks. Appropriate replacement behaviors are taught and plans are made to gradually fade the use of the mechanical restraint.</p> <p>E» Sally's forearms are badly injured and scarred from deep scratches that she gives herself. A functional assessment reveals that Sally engages in this behavior when she is listening to verbal explanations of her assignments. The team makes adjustments in the length of the instructions, and the difficulty and appropriateness of her assigned tasks. Still her scratching continues. Previous attempts to use thick, long-sleeve sweatshirts as an inhibiting device were unsuccessful. The team decides to use an intervention combining the use of arm restraints to prevent the scratching with reinforcement for appropriate replacement behaviors, such as keeping her arms on her desk. She is also reinforced for increased engagement in listening to directions. These combined interventions successfully decrease her scratching and increase her ability to listen to instructions.</p> <p>S» Martin engages in repeated self-injurious behavior, hitting himself in the face. After a functional assessment, his IEP team determines that his behavior largely serves the purpose of escape from tasks that involve direct social interaction with others. The IEP team decides to use a procedure where Martin is slowly introduced to tasks where social interaction is required while wearing arm restraints. Reinforcement is given contingent on longer periods of social time. Fading of the restraints is planned with increasing social participation.</p>	<p>The difference between an inhibiting device and mechanical restraint is that an inhibiting device may be freely removed by the student at any time (a mechanical device cannot). Such devices may <u>not</u> be used in lieu of programming to eliminate the self-injurious behavior.</p> <p>Particular attention must be given to teaching appropriate alternative behaviors and to fading the use of the mechanical restraint.</p> <p>Restraints must be regularly checked to ensure adequate circulation, and the student must have frequent opportunities (every hour) for exiting the restraints to see whether the self-injurious behavior continues.</p> <p>This is a procedure that requires specialized training before implementation. Restraints used for self-injurious behavior that is escape-motivated can become reinforcing. Mechanical restraints may cause skin irritation.</p>